

Point of View

By James W. Schmutter

THE WORLDWIDE UNRAVELING of Communism gives American business schools a unique opportunity to redeem themselves at a time when graduate management education is being criticized as never before. By offering their services to regions just discovering capitalism, these schools can serve countries that now crave what they teach and also demonstrate their relevance to American corporate executives who have been increasingly critical of business-school graduates.

Hardly a month passes without a new article in the business press lamenting the narrow, overly quantitative focus of graduate business curricula, the irrelevant research done by business schools' faculty members, and the inability of graduates to grapple successfully with the nation's economic problems. Reporters gleefully interview unemployed graduates of business schools and pump corporate executives for unflattering comments about their employees with musters degrees in business administration.

At the same time, schools offering MBA's are seriously re-examining their programs. In the past three years, two major national associations of business schools have issued reports challenging their members to reform. For the first time, American schools are seeing their European counterparts as serious competitors for business students from around the world. Across the nation, schools ranging from small colleges to industry flagships, including the Wharton School of Business at the University of Pennsylvania and the University of Chicago's Graduate School of Business, are rushing to make changes in their academic programs.

These changes are occurring both inside and outside the classroom. Some schools have revised their required curricula to include attention to subjects such as cultural diversity, global business operations, and effective negotiating. Others are developing off-campus, Outward Bound-type leadership programs or sponsoring international trips for groups of students. Still others are adding experts from outside the traditional business disciplines to their faculties. All are attempting to address the challenges of preparing MBA graduates for leadership in a tough global economy and in flatter, less-hierarchical business organizations that will employ a more culturally diverse work force.

Schools that do not respond to the dramatic changes taking place in their environment may see their enrollments decline as their graduates become less desirable in the job market. Even those that do change will find themselves working fiercely to attract students and place them in corporate positions.

Although competition for students may remain intense, two new directions that American business schools might take to improve their long-range outlook are apparent.

Last summer, the first 40 members of the MBA Enterprise Corps left for assignments in Eastern Europe. The Enterprise Corps was formed by a consortium of 20 well-known business schools; it places new MBA graduates in 18-month work assignments with companies in Hungary, Poland, and Czechoslovakia. The group has surprised even its strongest supporters by the speed with which it has raised funds, recruited members, and signed up East European employers. The first class of Enterprise Corps members work at 35 different organizations in Eastern Europe; a second class now is being selected that will depart at the end of the summer.



Business Schools After the Cold War

By serving East Europe, they can play a key role in one of the great dramas of the century

The Enterprise Corps benefits everyone involved. Corporate donors and officials of the U.S. Agency for International Development provided support because they saw the corps as the perfect vehicle to assist countries of the former Communist bloc that are attempting to shift their companies from government to private control. East European businesses jumped at the chance to hire enthusiastic young Americans with strong technical skills in accounting, marketing, finance, and operations. The graduates, who are interested in international business and facing a tough job market at home, saw the experience as a perfect way to differentiate their skills from those of other business-school graduates and have an adventure as well.

This year the Enterprise Corps intends to recruit 100 graduates. Four more schools have joined the consortium during the past 12 months, and others have petitioned for membership. Requests for assistance have arrived from the newly independent Baltic states, Ukraine, and Russia. Clearly there is more demand than the Enterprise Corps alone can serve; opportunities for other consortia or for individual schools abound.

MY SECOND GLIMPSE of a possible new course for business schools occurred during a recent visit by 27 industrial managers from the former Soviet Union to Cornell University's Johnson Graduate School of Management. During a two-week educational program that included classroom lectures and visits to factories and businesses, the managers lost their almost romantic view of the workings of capitalism and began to understand the difficulty of the road ahead of them in converting to a market economy. They quickly understood the complexities of business today and how much they needed to learn. Cornell professors, in turn, were gratified at the close attention being paid to their lectures—closer attention than they were accustomed to in the typical classroom.

These examples suggest that business schools have

knowledge that may become increasingly valuable. Management schools speak the universal language of the post-cold-war world—not English, but business. As huge sections of the world move toward free markets, the global demand for business education seems bound to explode. Further, the technical nuts-and-bolts skills that some critics claim overwhelm the curricula of business schools are exactly what officials attempting to reform formerly controlled economies need. While such basic subjects as accounting and finance alone may be insufficient to allow graduates to achieve success in American board rooms, they will be crucial to reforming and establishing businesses in Eastern Europe and the former Soviet Union during the next few decades.

Finally, because of their positions as non-profit gateways between corporations and academe, business schools are in a good position to play an immediate role in the process of international economic growth and reform. The demands of long-term profitability that constrain Western corporate investment in the former Eastern bloc do not apply to these schools; they can move quickly and creatively to aid business executives abroad. Such help can include crash courses in the basics of business for former Communist-bloc managers, held both here and abroad; on-site technical assistance through mechanisms like the MBA Enterprise Corps; and aid in developing new Western-style schools of management in the former Communist bloc.

WORKING with corporate partners and local chambers of commerce, business schools can help develop exchanges and other educational programs to assist American executives, as well as students, in gaining experience in the region. Through such ventures, they can not only generate mutual understanding and expertise but also introduce potential commercial partners to each other without the pressure to make business deals. Such introductions can spur economic development both at home and overseas.

These initiatives will require additional resources, but this should not be an insurmountable hurdle. Such projects are especially relevant to the federal government's commitment to develop democracy and free markets in Eastern Europe and the former Soviet Union, a task that should interest foundation and corporate sponsors as well. And the opportunity to play a direct role in one of the great dramas of our century cannot help but attract students, perhaps ones who never before considered an MBA.

Pursuing activities such as these will not be easy for American business schools. Broadening their missions and serving new customers from different cultural and economic backgrounds will require new flexibility and creativity from both administrators and faculty members. Expertise on subjects such as development economics, the logistics of privatization and joint ventures, and East European languages may have to be imported from elsewhere on the campuses, from corporations, or from abroad. Yet for many business schools, such expansion may well mean a more successful future than any of their current critics or defenders now imagine is possible.

James W. Schmutter is associate dean of the Johnson Graduate School of Management at Cornell University.

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House Votes to Approve Higher Education Act; Bush Threatens Veto

By THOMAS J. DeLOUGHRY

WASHINGTON

By a vote of 365 to 3, the House of Representatives last week approved legislation to reauthorize the Higher Education Act. The overwhelming margin for the five-year, \$100-billion bill indicated strong Republican support—despite a promise from President Bush to veto the legislation.

The Nay votes were cast by three Republicans: Philip M. Crane of Illinois, John T. Doolittle of California, and Bob Stump of Arizona.

The House action, coming five weeks after the Senate approved its higher-education bill, moved the reauthorization process—which began 30 months ago—into its final phase. Delegates from the House and Senate are expected to meet in the next few weeks to work out a compromise between the two bodies' versions of the bill.

White House Opposes Pilot Project

Lawmakers hope to send the final version to the President by June, when the Appropriations Committees in both houses are expected to begin drafting budget bills for fiscal 1993, which begins in October. The panels need the new higher-education law to guide them, because the current law expires in September.

The legislation's fate was uncertain last week, after the White House issued its veto threat. The Administration said in a statement that it opposed a provision to create a pilot project to test the idea of direct student loans. It also objected to provisions that would make more Pell Grants and Stafford Student Loans available to middle-income families.

Education Secretary Lamar Alexander and Thomas A. Scully, associate director

Students Have Right to See Comments of Admissions Officers, Education Department Rules

Campaign organized to get files opened on several campuses

By SCOTT JASCHLIK

WASHINGTON

A federal privacy-protection law gives students the right to see comments written about them by admissions officers, the Education Department has ruled. Until now, university officials have believed such comments were not covered by the law.

The department acted after Harvard University denied a student's request to see the comments written about him.

The student, Joshua A. Gerstein, has since graduated and is organizing a campaign to have students at a number of universities request the files that admissions officers developed on them. Obtaining more admissions files, he says, could shed new light on how leading universities decide whom to admit, and on the validity of charges that Asian-American applicants face discrimination in the admissions process.

Informed of the ruling, higher-education officials said they were disturbed by the

of the White House Office of Management and Budget, held a closed-door meeting with House Republicans last week in an attempt to rally support for the Administration's positions.

Secretary Alexander said in an interview after the meeting that the Administration felt strongly about opposing the effort to substitute direct loans for Stafford loans on hundreds of campuses. "It adds billions to the federal debt and creates the possibility

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Asian-American activists and UCLA officials criticize the Education Department's lack of action in a year-old bias case: A25.

Education Department's interpretation. Frank Burnett, executive director of the National Association of College Admission Counselors, said it would improperly give students access to "the inner workings of an admissions operation," something he said the government had never intended.

Mr. Burnett also said the quality of admissions evaluations would go down because "you are going to see people being less candid."

The dispute involves the Family Education Information Act. Continued on Page A28

South African Universities Seek to Renew Overseas Contacts

Long shunned by the international academic community because of their country's policy of apartheid, South Africa's universities hope that political reforms at home will lead to new cooperation with universities abroad. Campus leaders say such contact is especially important for the country's disadvantaged students and historically black universities.

South African educators disagree, however, over whether the time has come for American institutions to abandon their divestment policies and reinvest in companies doing business in their country.

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Quote, Unquote

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"Our national fixation on rights and our national conception of them—fixations and conceptions that know no partisan affiliations—are dysfunctional and deranged." A.U. of Oregon law professor: B1

"Being treated as 'at risk' confirms their worst fears." A professor, on remedial programs for black schoolchildren: A5

"If you're going to discuss the significance of Super Tuesday, you discuss it at your peril if you don't understand the religious dimension of the American South." A political-science professor, on scholars' new interest in exploring the influence of religion: A6

"The emergence of the early drug movement was a classic effort of religious revival that was missed by mainstream American churches." A psychology professor who studies religious experience: A8

"What's funny about spending money on aspirin?" A college official, on the President's attack on earmarks: A27

"How unaffordable must a residential public university become before the risks and problems associated with new financial approaches look more promising than the old methods that aren't working?" The president of Illinois State U.: A48

"Now, let's see, who haven't I maligned yet?" Camille Paglia, in a speech at Harvard: A14

"It's about time someone asked me." A woman who had been approached to give to her alma mater: A31

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A Revolutionary Mirror for Arizona Telescope

At the University of Arizona, a mold is filled with glass in preparation for the construction of the largest telescope mirror ever built in the United States: Page A6.

TOO MUCH DANTE?



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This Week in The Chronicle

April 1, 1992

Research

SOCIAL SCIENTISTS INVESTIGATE RELIGION

An increasing number of scholars are examining the impact of religious belief on everything from voting behavior to mental health: A6

The variety of research on religion shows the sometimes-surprising and subtle impact it can have: A8

NEW TECHNOLOGY FOR TELESCOPE MIRROR

A team of scientists at the U. of Arizona will begin casting a 6.5-meter mirror, the largest ever made by American astronomers: A6

OHIO STATE SETTLES DISPUTE

It agrees to pay the U. of Arizona and Italy's Arcetri Astrophysical Observatory for withdrawing from a partnership to build a \$60-million telescope: A10

Universities called lax in investigating misconduct: A6

Delayed astronomy experiment gets off the ground: A6

Researchers say they've been able to grow nerve cells: A11

AZ said not to harm pregnant women or fetuses: A11

Survey tracks problems of American Indian youths: A11

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A Stanford professor of social psychology is trying to find effective ways to erase the stigma that contributes to the educational deficits of minority students: A5

Computing

NON-TECH EDUCATION FOR JOURNALISM

U. of Missouri students use 300 personal computers to try to keep up with changes in the advertising, news, publishing, and public-relations industries: A19

A Missouri professor trains journalists in how to get government tapes and analyze them on computers: A21

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Starting in the fall, graduate-school applicants will have the option of taking the test on computers: A19

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Do professors get credit for network activities?: A19

15 new computer programs; 10 new optical disks: A23

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CUNY REPLACES EMBATTLED BLACK-STUDIES HEAD

The university's trustees name an emeritus professor from Yale U. to replace Leonard Jeffries, Jr., as chairman of the department at City College: A14

CAMILLE PAGLIA GOES TO HARVARD

The frenetic author, who relishes her role as an enemy of feminists and literary theorists, visits Harvard for an evening of vitriol and scholar bashing: A14

President steps aside at Paul Quinn College: A4

Windmill brings heat, light, and conservation campaign: A4

Blizzard damages 700 trees at U. of Colorado: A6

Trustees say Washash College will remain all-male: A6

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HIGHER EDUCATION ACT ADVANCES

By an overwhelming margin, the House of Representatives has approved legislation reauthorizing the Higher Education Act: A1



From mystical experiences to church bazaars, researchers are tracking the impact of religion on society. Above, participants at the "Focus-on-You Expo" in Denver: A8

REVEALING ADMISSIONS OFFICERS' COMMENTS

A federal privacy-protection law gives students the right to see comments written about them, the Education Department rules: A1

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The President wants millions of dollars in Congressional earmarks for specific research projects eliminated from the 1992 budget: A27

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A year and a half after finding that UCLA discriminated against some Asian-American applicants, the Education Department has taken no action to resolve its case: A25

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The new head of the California State University System is already enmeshed in fights over tuition increases and affirmative action: A25

BACKERS OF MINORITY AID PLAN NEW TACK

Critics of the Education Dept. proposal to bar some grunts to members of certain racial or ethnic groups hope to delay indefinitely the rules' effect: A29

THE INEQUITIES OF LOW TUITION

Public universities must start charging high tuition to make up for the unwillingness of state legislatures to provide sufficient appropriations. Point of View: A48

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NEW EMPHASIS ON ALUMNAE AS DONORS

Eager for new sources of support, colleges are now courting their daughters in the same way they have long pursued their sons: aggressively: A31

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U. of Nevada rejects probe of basketball controversy: A35

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EXPLORING THE WORLD OF OPERA

Students at DePaul who hope to sing professionally can pursue the university's vocal-performance major, which this year includes the staging of Bizet's *Carmen*: A33

RAISING TUITION AT PUBLIC INSTITUTIONS

Colleges should charge higher tuition and distribute the revenue to needy students. Point of View: A48

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Universities that long have been isolated are forming international partnerships: A37

GREATER AUTONOMY FOR ITALY'S UNIVERSITIES

A sweeping law would give Italy's overcrowded public institutions greater control over their own affairs: A37

Trinity College wants students from Northern Ireland: A38

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Arts

RE-INTERPRETING THE AMERICAN WEST

A photographer removes the distorting lens of romanticism from our view of the West. Endpaper: B48

Gazette: A41

MARGINALIA

Letter dated March 4, to a university's public-information office, from *The San Francisco Chronicle*:

"This letter is to inform you that, due to the continuing poor state of the economy, *The San Francisco Chronicle* has not been able to maintain a higher education writer on staff.

"Thus, we ask that you remove our name from your mailing lists and not send us any more information. When the economy rebounds, we will then inform you who has been assigned permanently to that position."

Letter dated March 5, to the same office, from the same newspaper:

"This letter is to correct a previous mailing sent out at the beginning of March.

"The incorrect portion of the prior letter stated that *The Chronicle* does not have a higher education reporter. *The Chronicle* has hired one and he is currently on staff with us. He will contact your organization to be put on your mailing list at a future date.

"Please correct your mailing list as necessary. *The Chronicle* regrets any inconvenience this error may have caused."

Resilient economy? Overnight rebound?

Picture caption in Berkeley's *Daily Californian*:

"A campus police notice warns joggers of 'INDECENT EXPOSURES ON THE FIRE TRAILS.' During the past four months, women have reported eight encounters with a flasher, variously described as 'professor-like' and 'elf-like.'"

Sounds like ol' Doc Nibelung.

Note in the National University Continuing Education Association's *NUCEA News*:

"Brigham Young University's Division of Continuing Education is celebrating its 70th anniversary this year. The division began with one enrollment in 1876."

And with a 46-year-old calendar on the wall.

News item in *The Cornell Daily Sun*:

SCIENTOLOGY LEADERS

RESIGN AMID SCANDAL

"BOSTON (AP)—The chairperson of the Christian Science Church and several other top officials resigned yesterday amid controversies."

From the same paper, same issue: RELIGION MAJOR SEEKS STUDENTS
"Since it created a new undergraduate major last fall, the religious studies program is in the process of drumming up more interest in its courses."

For a likely candidate, call *The Sun's* copy desk.

—C.G.

In Brief



STEVE CHARNO

Windmill at Hamilton College generates heat, light, and a conservation campaign

CLINTON, N.Y.—A windmill erected at Hamilton College (left) has helped to generate light and heat in one residence hall and an energy-conservation effort across the campus.

The 120-foot-tall windmill, which was put up in February, provides 9 per cent of the electricity needed to power a three-story residence hall. It is expected to cut the college's electricity bill by about \$4,000 a year.

The windmill was the brainchild of a 1991 Hamilton graduate, Steedman L. Bass, who persuaded his classmates to give it to the college as their senior-class gift.

"The windmill has both practical value, in that it saves the school money, and symbolic value, in that it represents alternatives to current sources of energy," says Mr. Bass, who has been hired by the college for a year to analyze its energy consumption and recommend improvements.

Since last June, Mr. Bass has helped lead a campaign designed to increase energy conservation on campus. If Hamilton's energy consumption this fiscal year is at least 15 per cent below the average in the previous five years, the college will use the \$200,000 in expected savings to create a new student scholarship.

Mr. Bass says the institution is approaching that goal by replacing incandescent bulbs with compact fluorescent lights, which use 70 per cent less energy to produce the same amount of light. It also has installed motion detectors that automatically turn lights on and off when people enter and leave a room. The local utility company has awarded the college substantial rebates for having switched to the energy-efficient technology.

Teaching people on the campus to use energy more efficiently has also led to savings, Mr. Bass says.



THOMAS LORAN

Students tap the trees, trustees get the syrup

HUNTINGDON, PA.—Every spring, alumni, students, and professors at Juniata College join the maple-syrup harvest (above) at the college's Environmental Studies Field Station. Tapping 600 to 800 trees, the volunteers make about 100 gallons of syrup, which they give away to the college's trustees and others.

Jury awards \$1.6-million to student raped at USC

LOS ANGELES—A jury last week ordered the University of Southern California to pay over \$1.6 million in compensatory damages to a female former student who was raped four years ago outside an off-campus residence hall.

The Superior Court jury found that the university had provided inadequate security and insufficient information about the area's high rate of crime, the student's lawyer, Natasia Roit, said.

The jury still may require USC to pay punitive damages, too.

The snap of a mousetrap powers race cars

CINCINNATI—Students at the University of Cincinnati raced mousetrap-powered vehicles to demonstrate the use of non-traditional energy sources.

Twenty students in an industrial-design class developed vehicles powered by the single snap of a mousetrap. At right, Dave Beitel's vehicle (near right) is made of plastic, two compact disks, and an LP record; Josh Knarr's entry is made of metal tubing and plastic discs.

Neither of them won.



LESA SUTHERLAND

President steps aside at Paul Quinn College

DALLAS—The Board of Trustees of Paul Quinn College decided last week to replace the college's president, Warren W. Morgan, as part of an overall strategy to shore up the financially ailing institution.

The board praised Mr. Morgan's efforts in overseeing the college during troubled times, but said the institution now needed a chief executive with stronger administrative and financial skills.

Mr. Morgan will stay on as president emeritus of Paul Quinn for about six months, concentrating on raising money and helping the college fulfill its requirements for continued accreditation.

During Mr. Morgan's seven-year term as president, the college moved from Waco, Tex., to Dallas, taking over the abandoned and deteriorating campus of the now-defunct Bishop College.

For a time Paul Quinn appeared to be defying the odds against it, as enrollment began to grow and corporate contributions started flowing in.

However, the college today remains deeply in debt and under probation imposed by its regional accrediting agency, the Southern Association of Colleges and Schools.

The trustees' strategy, announced last week, also includes a major fund-raising campaign, which includes a short-term goal of \$1.5-million for renovations and another \$1.5-million to pay creditors.

Corrections

States Plan to Spend \$1.2-Billion on Student Aid, Up 3.9% Over All, but It Will Have to Make Cuts

By GOLDIE BLUMENSTYK
The 50 states are expected to spend a total of nearly \$1.2-billion on student aid this year—an increase of 3.9 per cent over 1990-91. But 11 of them, strapped by cutbacks, say they will be forced to cut their spending for the purpose.

The figures come from a new report by the National Association of State Student Aid Administrators.

and those in the accompanying chart were correct.

Two names were incorrect in an article about student-aid application fees (*The Chronicle*, March 25). Lawrence E. Gladieux is executive director of the College Board's Washington office. Edmund Vignoul is director of financial aid at the University of Oregon.

No women at Wabash, college's trustees vote

CRAWFORDSVILLE, IND.—Wabash College's Board of Trustees has voted overwhelmingly against admitting women.

In a secret ballot, the board and the president, F. Sheldon Wetzel, voted 19 to 4 against coeducation at Wabash, which has been an all-male institution since it was founded in 1832. The trustees also unanimously endorsed an unspecified "strategic plan" to keep Wabash competitive and popular.

The vote marked the end of a two-year study of the issue by a panel of trustees, alumni, professors, and students. The debate over coeducation created tension

between students—most of whom supported the all-male tradition—and a majority of the faculty, which favored admitting women. Students heartily cheered the trustees' announcement (below).

Stephen Morillo, an assistant professor of history, said he was disappointed by the decision. Most faculty members, he said, thought coeducation would create a "better learning environment." He said the faculty had endorsed coeducation nearly unanimously in a referendum it sent the trustees before the final vote.

Greg Birk, director of admissions, said the student senate had voted 22 to 1 in favor of the status quo in its referendum. With the decision, Wabash remains one of three all-male, liberal-arts colleges in the country.



THOMAS LORAN

Blizzard damages 700 trees at U. of Colorado

BOULDER, COLO.—Nearly 700 trees at the University of Colorado at Boulder were damaged in a blizzard that dumped as much as 18 inches of snow here. Officials estimated that it would cost \$125,000 to prune or remove the trees, which either lost limbs or were uprooted by the wind and the heavy, wet snow.

John Bruning, the university's

grounds manager, said a variety of trees were damaged, ranging from silver maples to Ponderosa pines. Some were 40 years old.

The university has set up a fund to collect donations to pay for the replacement of the trees. Boulder officials are also encouraging professors to help plant new trees as part of the campus's Earth Week festivities this month.



DEAN ADRIOTT

PORTRAIT

Professor Takes Aim at Blacks' Racial Vulnerability

By DENISE K. MAGNER

Two hundred fifty randomly selected freshmen—15 per cent of them black—live together in a wing of a dormitory at the University of Michigan this year. They're offered seminars on the stresses of college life and accelerated workshops to supplement classes in chemistry, calculus, and writing. No one is required to attend, and no one is treated as "at risk" of failure.

The first-semester grades of the black students show a break from past patterns: They did not fall behind those earned by white students with similar standardized-test scores. The blacks' grades, on average, were as high or higher than those of whites outside the program.

The Michigan approach is the brainchild of Claude M. Steele, a professor of social psychology at Stanford University, whose research has led him to enter the public debate over why black students do not perform as well academically as their white counterparts.

To Mr. Steele, what is most surprising and distressing about the "crisis" in the education of black Americans is that it is worse than people think. He lays out the stark reality in an essay called "Race and the Schooling of Black Americans," published in this month's issue of *The Atlantic*.

"From elementary school to graduate school," he writes, "something depresses black achievement at every level of preparation, even the highest."

Even when black students score as high as whites on standardized tests, he says, most end up with lower grades. The usual explanations range from poor schools to a history of discrimination—and he says such factors undoubtedly play a role. But Mr. Steele, who is black, says something else is at work.

"The culprit I see is stigma, the endemic devaluation many blacks face in our society and schools," he says in *The Atlantic*. "This status is its own condition of life, different from class, money, culture."

'We Share a Background'

If it seems oddly familiar for a black professor named Steele to be writing about race and education, there's a reason.

Claude Steele happens to be the twin brother of Shelby Steele. In 1990, Shelby Steele, a professor of English at San Jose State University, outlined his views on race in the controversial best seller *The Content of Our Character*. In it, he urged self-help as the best way for blacks to succeed in the American mainstream.

"We share a background that informs our work," says Claude Steele of his brother, "but from there we're very independent."

While one brother chose an academic career in writing and literature, the other followed the path of the social scientist. Whereas Shelby Steele argues that racism is no longer the primary cause for the problems many black people face, Claude Steele says that a central problem for black students is how people—even those trying not to be



STEELE IS A FELLOW, STANFORD UNIVERSITY

Claude M. Steele: "The culprit I see is stigma, the endemic devaluation many blacks face in our society and schools."

prejudiced—continue to devalue what black youths can achieve.

Claude Steele shies away from commenting on his brother's ideas, saying only, "I respect his work." Shelby Steele could not be reached for comment, but in the past has said he is reluctant to talk about his family in the press.

Supported by a federal grant, Claude Steele is studying the relationship between educational performance and feelings of racial vulnerability. He says a growing body of evidence shows that the academic performance of black students improves if the racial vulnerability they feel in school is reduced.

Many schools and colleges have remedial programs to bring black students "up to speed" academically, but those are exactly the wrong approach, he says. "Being treated as 'at risk,'" he says, "confirms their worst fears."

He advocates a different formula, based on his own findings and on the much-publicized work of educators like James P. Comer, a professor of child psychiatry at Yale University, and Philip Uri Treisman, a mathematics professor at the University of Texas at Austin.

The formula, which is part of the basis for the University of Michigan project, has four components: Challenge black students academically. Make them feel valued. Avoid programs that segregate. And present black culture as part of the mainstream curriculum.

By doing so, he says, "you're telling black students in a profound way you believe they have ability."

Mr. Steele traces his own success, in part, to his parents. They were active in the early civil-rights movement, he says, and raised their children in an atmosphere where ideas such as integration and non-violence were much discussed.

Born in 1946, he was raised in a working-class household outside of Chicago. He earned his doctorate in psychology from the Ohio State University in 1971 and taught at the Universities of Utah, Washington, and Michigan from 1971 until last year. Stanford recruited him, and he joined the faculty there last fall.

Michigan was sorry to see him go. Says Robert B. Zajonc, director of the university's Institute for Social Research: "He is one of the very few people I know who can perform abstract analyses of a problem without losing a sense of compassion for the social aspects."

Research on Addiction

Besides his work on race, self-esteem, and schools, Mr. Steele's other academic specialty has been research into alcohol addiction, for which he has received six federal grants.

Five years ago, he began applying the theoretical work he had been doing on the concept of self-esteem to the practical issue of educating minority students.

He is now the lead researcher on a three-year, \$389,000 grant from the National Institute of Mental Health for his work on self-esteem and minority-student achievement. The grant is supporting at least five different projects, including the one involving Michigan freshmen.

Ultimately, Mr. Steele plans to write a book on his findings and his views about boosting the achievement of black students.

Much more research needs to be done, Mr. Steele says, to find effective ways to erase the educational deficits of minority students. He adds: "People think they know what the answers are. They think solutions are a matter of politics. They don't think of them as scientific questions needing answers."

Scholarship

Social Scientists Again Turn Attention to Religion's Place in the World

Growing number of researchers investigate the role of the spiritual in people's lives

By ELLEN K. COUGHLIN

Doubters who want further evidence that God is not dead should look to the growing body of research by social and behavioral scientists on the impact of religion in people's lives.

Prompted both by intellectual trends and by headline-grabbing events around the world, more and more political scientists, psychologists, and sociologists have been studying the role of religious belief in politics, society, and individual well-being.

The importance of religion is not news to anthropologists, who have always studied it as part of their investigation of human cultures. But in other social sciences, an appreciation of its role is growing—a research trend that began slowly in the late 1970's but has lately been gathering steam.

In the last few years, researchers say, an increasing number of articles on religion have appeared in the mainstream social-science journals. New jobs have opened up and new courses are being offered. And a growing number of sessions at scholarly conferences are devoted to the subject. Interest in exploring the influence of religion on everything from mental health to voting behavior has spread even among social scientists who would not consider religion their main research focus.

"There seems to be in Islam, in Judaism, in Christianity, in American Evangelicalism a tremendous staying power, and that staying power impacts on the polity," says Gerard F. Rutan, professor of political science at Western Washington University. "To ignore it is to ignore a dynamic factor in political life."

Period of Profound Skepticism

Social scientists' interest in religion follows a long period when, as a group, they were profoundly skeptical about its importance, but that has not always been so.

In the late 19th century and the early part of the 20th, the significance of the spir-

itual in human life was an accepted idea in the social and behavioral sciences. Many of the founding thinkers in those fields—including the social theorists Max Weber, Emile Durkheim, and Karl Marx, and the psychologist William James—were interested in religion and produced important work on the subject.

But starting in the 1930's, and continuing through much of the next four decades, social scientists lost interest in religion.

In part that was due to the rise of behav-

"If you're going to discuss the significance of Super Tuesday, you discuss it at your peril if you don't understand the religious dimension of the American South."

iorism and positivism, two powerful and related schools of thought in the social and behavioral sciences that assigned primary importance to phenomena that were tangible and measurable. In addition, influential theories concerning the process of modernization fostered the belief that, as societies became increasingly industrialized and technologically sophisticated, the world would become more secular.

"Very much tied into the core of the discipline," says Mary Jo Neitz, associate professor of sociology at the University of Missouri at Columbia, "is the idea that religion is something extremely important in traditional societies but that, with the rise of modernity, religion became superfluous, something that no longer worked and would die out."

Events of roughly the last two decades gave the lie to that.

In the 1970's, many American families

were torn apart as young people were drawn into the new religious "cults." Late in the decade, the year-long captivity of American-embassy workers in Iran attested to the power of Islamic fundamentalism. In the early 1980's, with Ronald Reagan in the White House, the influence of the religious right in the United States reached its peak. In the last several years in this country, the debate over abortion has grown increasingly rancorous—fueled in part by religious beliefs. And those are only some of the most widely noted examples.

Here, clearly, were things that a behaviorist or a positivist approach could not explain. The world—or at least big portions of it—was not becoming more secular.

"Academics assumed that religion would just pass away as we moved toward a more rational world view, but it hasn't worked that way," says David C. Lege, professor of government at the University of Notre Dame. "Those people who, in the 'death of God' days, forecast secularization just missed the mark."

Interest in Culture

Much of the new attention to religion in the social and behavioral sciences has gone hand in hand with an increasing interest among researchers in culture and cultural diversity. Ethnicity has become a hot topic—prompted in part by the influx of new immigrant groups to the United States and the rise of ethnic conflict in the former Soviet Union and Eastern Europe—and religion is understood to be intimately tied to ethnic identity.

"In the social sciences generally, there is much more interest than there used to be in the general field of culture, in the great variations across the globe in identities, nationalisms, and so forth," says Roland Robertson, professor of sociology and religious studies at the University of Pittsburgh. "That is the general ground on which has occurred this upsurge of interest in religion."

Researchers' interest in religion and spirituality has followed roughly the same trajectory in psychology, political science, and sociology, but the subject has fared somewhat differently in each field.

In many ways, psychology has proved to be the toughest nut to crack, and there is still some resistance, which researchers attribute to the continuing, albeit declining, influence of behaviorism and of Freudian psychoanalytic theory, both of which give short shrift to religion.

A partial consequence of the impact of those two theories is the sense that, in many ways, the social sciences in general, and psychology in particular, have replaced religion.

"One of the realities is that psychologists as a group are not very interested in religion and are even suspicious of it," says David M. Wulff, a professor of psychology at Wheaton College in Massachu-

setts. "It has also been argued that psychology today is called to answer the questions that are traditionally answered by religion—the nature of man, and so forth. In effect, religion and psychology have become alternatives."

Nevertheless, recognition that a person's religious or spiritual values can play an important role, for better or worse, in personality and mental health has been gradually building among both clinical and academic psychologists, researchers say. The American Psychological Association's Division 36, made up both of scholars and of practitioners interested in religion, has some 2,000 members—in terms of size, about the median among the association's nearly 50 interest-group divisions.

Indeed, says Allen E. Bergin, professor of clinical psychology at Brigham Young University, the field has reached the point at which researchers are now attempting to move from considerations of whether religion is good or bad to more sophisticated kinds of questions: How should a religious orientation be measured? What kind of theory of personality results when the concept of spirituality is added to traits and conditioned responses? Is a person's sense of identity affected by the feeling that he or she can communicate with a transcendent intelligence? How might that affect psychotherapy?

"How questions are addressed to the complex way that religious upbringing and conversion and belief are intertwined with personality," says Mr. Bergin.

"It does mean that the field is maturing."

Debates About Secularization

In contrast to some psychologists, probably no political scientist in the United States would scoff at the idea that religion and religious belief can be a powerful motivator in political behavior—largely as a result of the remarkable rise of the religious right in this country. In the last few years, the study of religion has grown in virtually all subfields of political science, scholars say, but probably nowhere more so than in the study of American politics.

"If you're going to discuss the significance of Super Tuesday, for example, you discuss it at your peril if you don't understand the religious dimension of the American South," says Mr. Rutan of Western Washington University. "In the American South things may be looked at differently from suburban Chicago, and it's not because the weather is different."

Political scientists are looking at such questions as how involvement in church organizations can encourage participation in politics, how religious beliefs affect expectations of the political order, and how religious leaders give political "cues" that can influence church members.

In sociology, too, questions about religion, and especially about religious groups, are providing a window on subjects of long-standing interest to researchers: how organizations work, how institutions respond to social change, how social movements occur and what impact they have.

One of the most persistent questions among sociologists of religion, researchers say, has to do with the twin concerns of modernization and secularization: Is soci-

Continued on Following Page

Most scientists believe that universities are lax in investigating scientific misconduct, according to a new poll conducted by the American Association for the Advancement of Science.

For the poll, the AAAS selected 1,500 of its members at random and mailed them questionnaires. The association received 469 responses that could be used, and it published the results in the March 27 issue of *Science*.

About 44 per cent of the AAAS members who were polled said they believed the incidence of fraud had stayed the same over the past decade. Thirty-seven per cent believed it had increased.

Members were asked in the questionnaire to divide up responsibility for matters of scientific misconduct among those participating in scientific research and setting science policy. The survey respondents saw the directors of laboratories as playing a key role in preventing scientific misconduct and investigating any allegations of it.

An astronomy experiment that had been delayed for six years because of the explosion of the space shuttle *Challenger* was finally lifted into space last week aboard the shuttle *Atlantis*.

The experiment involves an unusual instrument, called the Far Ultraviolet Shuttle Telescope, or FAUST, which will be monitored by astronomers at the University of California at Berkeley.

The telescope will examine objects with temperatures of about 20,000 to 200,000 degrees Fahrenheit that emit high-energy radiation in the far-ultraviolet end of the electromagnetic spectrum, which is blocked by the earth's atmosphere.

Such objects include young stars in the process of formation, clouds of hot gas and debris left by exploding stars, and active galaxies.

C. Stuart Bowyer, a professor of astronomy who heads the experiment, says he and the other researchers hope to use the information gathered during the eight-day mission to chart the evolution of galaxies and to develop a history of star formation in the Milky Way.

FAUST is an example of how scientists can creatively recycle and upgrade old instruments. The telescope was built by French scientists at the Laboratoire D'Astronomie Spatiale in Marseilles in the early 1970's and was lofted into space aboard several French rockets before becoming part of a 1983 Spacelab experiment involving scientists from France and the United States.

In 1984 the Berkeley scientists added a new electronic detector to the telescope to find fainter objects. The instrument was scheduled to be used on a 1986 shuttle mission, but that flight was canceled after the *Challenger* explosion earlier that year.

Largest Telescope Mirror in U.S. to Be Made in U. of Arizona's Football Stadium

By KIM A. McDONALD

A team of researchers working in the east wing of the University of Arizona's football stadium is preparing to make scientific history this week.

The project, despite its location, has nothing to do with football or sports science. Instead, the scientists will use a mirror-making laboratory in the stadium's spacious quarters to construct the largest telescope mirror ever built by U.S. astronomers.

Using 10 tons of Pyrex-like borosilicate glass, a gigantic ceramic mold, and a 21-foot-tall rotating oven, the Arizona researchers will begin this week to cast a bowl-shaped, honeycombed disk 6.5 meters, or 256 inches, across—a full 1.5 meters larger than the historic 200-inch mirror

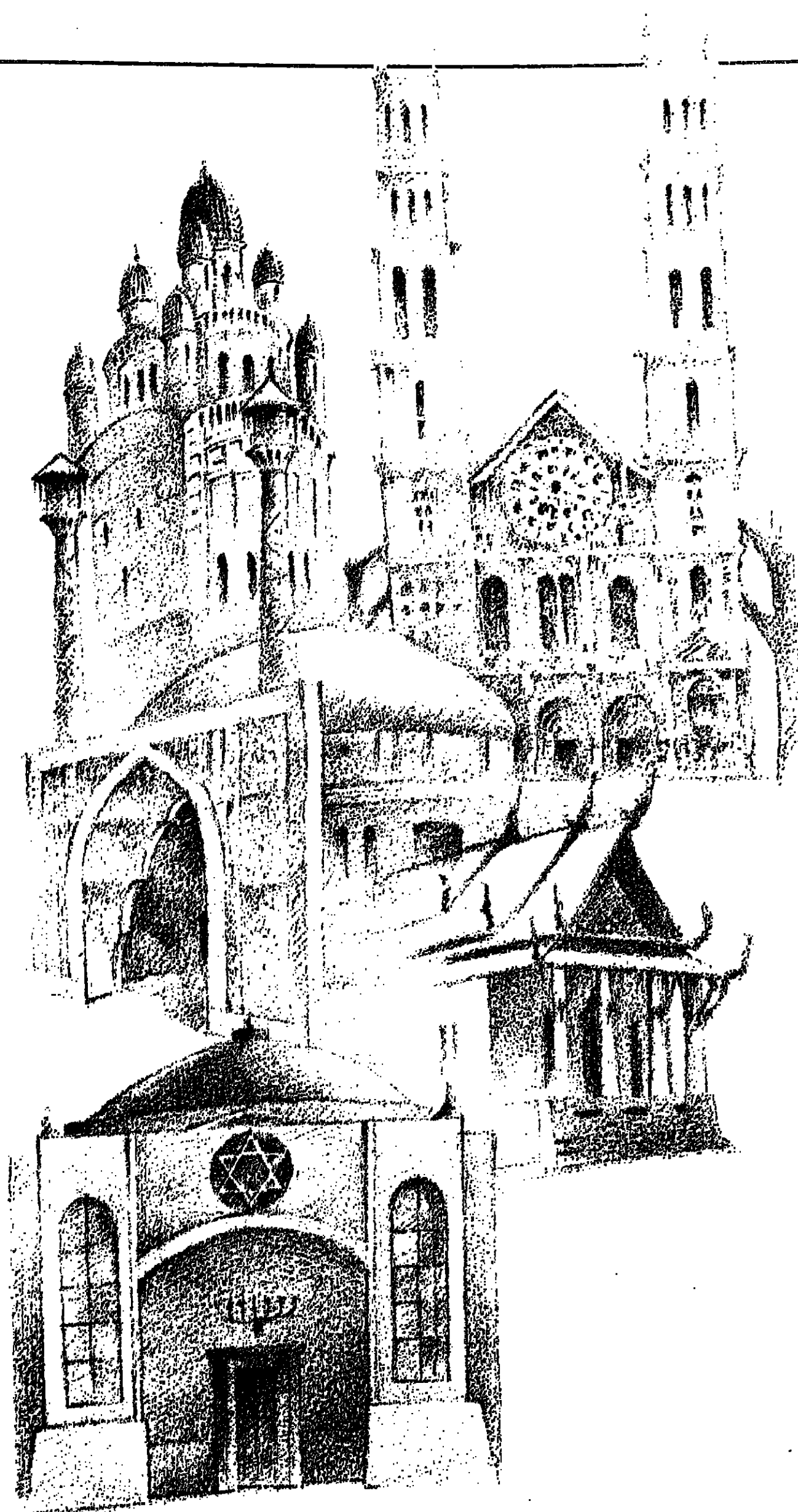
cast in 1934 for the Hale telescope on Mount Palomar in California.

The Arizona effort represents the culmination of a decade of research by Roger Angel, a professor of astronomy and optical science at Arizona, aimed at making low-cost, lightweight mirrors for a new generation of powerful but compact ground-based telescopes.

Since 1983 Mr. Angel and his colleagues have used their new technology to construct seven smaller mirrors—ranging in diameter from 1.2 to 3.5 meters—some of which are now being successfully used in telescopes.

But the casting of the 6.5-meter mirror, Mr. Angel says, represents the real test of whether his revolutionary design will be

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PHIL HOCKING FOR THE CHRONICLE

From Mystical Experiences to Church Bazaars, Researchers Track the Impact of Religion

When social scientists say they are studying religion, they mean religion in its broadest possible conception—from any kind of experience of the transcendent to working on a church bazaar.

But all of those things can affect people's attitudes and behavior, and the wide variety of social-science research on religion shows the sometimes surprising and subtle ways in which that happens.

"Religion is very powerful," says Sidney Verba, professor of government at Harvard University, "but it has a very complex impact."

Political Participation

Religion has turned out to be a more important factor in encouraging political participation than Mr. Verba or his collaborators in a large-scale survey project expected. "We're finding that religion is playing a very significant role," he says. "We hadn't fully anticipated how interesting the results would be."

Mr. Verba and three other professors of political science—Henry Brady of the University of California at Berkeley, Norman Nie of the University of Chicago, and Kay Lehman Schlozman of Boston College—are in the midst of a study of several years' duration of how and why people become active in politics, broadly defined.

For the study, 2,500 people across the country were extensively interviewed about their involvement in a whole range of organizations and activities—from political campaigns to churches and synagogues, to softball leagues and sewing clubs. Religion was only one of several factors investigated, says Ms. Schlozman, but its importance became more and more evident as the analysis of the data proceeded.

The researchers found, among

Social Scientists Again Study Role of Religious Belief

Continued From Preceding Page
ety, particularly American society, becoming more secular or more religious, and how should that be measured?

"That's a hotly debated question," says Robert Wuthnow, professor of sociology at Princeton University. "Some say religion is as strong as ever. Some say, 'Perhaps, but it's strong in a different way.'"

Indeed, says R. Stephen Warner, professor of sociology at the University of Illinois at Chicago, some researchers, himself included, are attempting to come up with a theory of modernization that takes religion into account—since it is now clear that a society growing more modern does not necessarily become less religious.

"There is a long-standing irritation, a scab, in the field, and it is the question of religion and modernization," Mr. Warner says. "That concept of social change has been thrown into great disarray because of what's happening in the world today."



Religion is a powerful but complex influence in people's lives, researchers say. Above, a Christian hard-rock concert at the Cornerstone Festival in Chicago.

other things, that involvement in church activities—not only worship, but also such things as social events and community outreach projects—offered members a chance to develop certain kinds of skills that they could not acquire elsewhere. For example, Mr. Verba notes, among the respondents to the study who are black and have less than a high-school education, an "infinitesimal" proportion reported having the opportunity to make a speech on the job, but 30 per cent said they had done so in their church.

"We think our research," says Mr. Verba, "which is contemporary research with a very large statistical data base, is touching on some of the historically most important institutions and divisions in American politics."

Response to Change

Nancy T. Ammerman, associate professor of the sociology of religion at Emory University's Candler School of Theology, is just embarking on a similarly large-scale study of how religious congregations respond to social change in their communities.

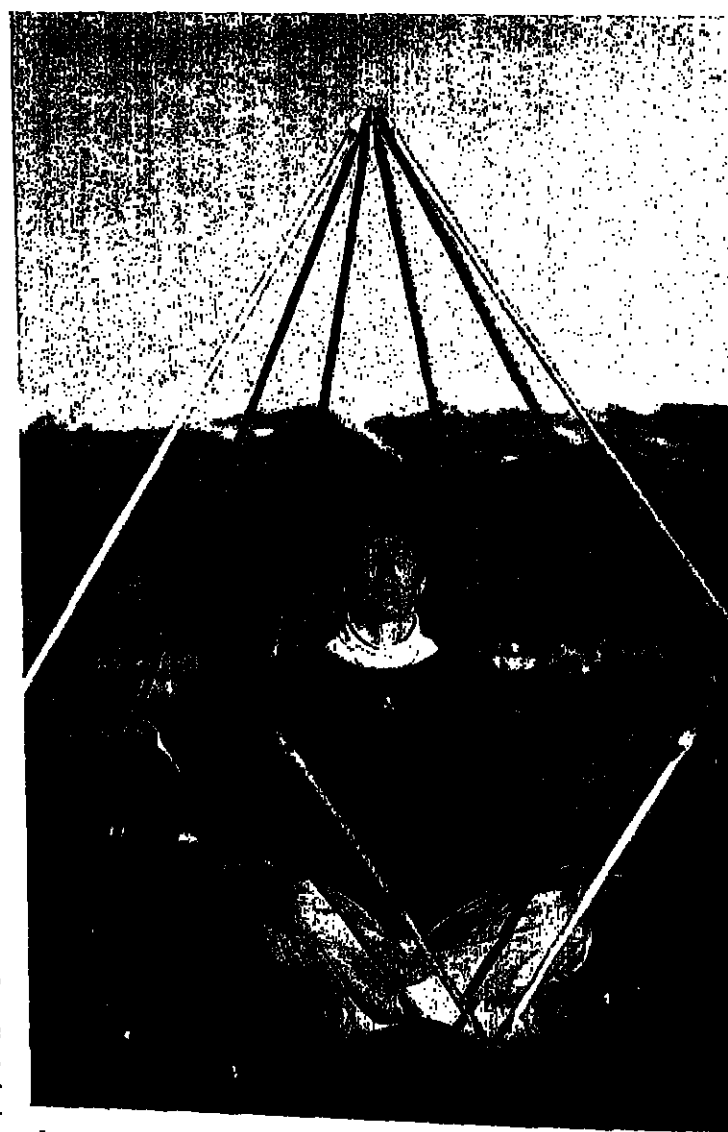
The project, which Ms. Ammerman is directing under the auspices of the Institute for the Study of Economic Culture in Boston, will look at church groups in communities that are undergoing rapid change as a result of such things as immigration, economic downturn, and the spread of metropolitan development. The study will focus on six cities—Atlanta, Boston, Chicago, Detroit, Indianapolis, and Los Angeles.

Once an initial survey of the communities is completed, Ms. Ammerman says, she and her colleagues will closely study two congregations in each. The congregations, not yet chosen, will repre-

sent a mix of denominations, sizes, and orientation toward liberal or conservative beliefs. One of the aims of the study, she says, is to "get a handle on the kinds of things that make for different responses."

"We think we'll find some congregations," Ms. Ammerman says,

"that try to bury their heads in the sand. We think we'll find some that try to be very pro-active in terms of developing new programs. There will probably be folks who go into various kinds of survival modes, trying to say why we should stay the way we are in spite of change."



A woman sits meditating, surrounded by an Aquarian pyramid overlooking Boulder, Colo.

Mystical Experience

Mr. Hood has talked to people who report having overtly religious mystical experiences, as well as those who have had drug-induced ones. He has observed high-school students in the wilderness. He has put people in "isolation tanks," in which they are suspended in a solution like a warm bath in an environment devoid of sound and light.

Over the years he has learned a lot about the people who have mystical experiences. One of the stereotypes, Mr. Hood says, is that such people are at least unstable, if not pathological.

"That's simply not true," he says. "Mystical experiences are reported across the range of personality types. Insofar as people are willing to explore the totality of experience, they will be more open to the mystical."

Mr. Hood has also found intriguing links between drug-induced and explicitly religious experiences. Those who joined the drug culture of the 1960's, he says, took drugs to alter their physiological states. That is not unlike the way in which such things as incense, candles, darkened churches, or kneeling and staring at a crucifix can also send "physiological signals," he says.

"The emergence of the early drug movement," says Mr. Hood, "was a classic effort of religious revival that was missed by mainstream American churches."

—ELLEN K. COUGHLIN

"Aetna Life Insurance and Annuity Company has essentially no risk in its investment portfolio."

—Standard & Poor's

Who says you can't find good news in the business section? At a time when most people would rather skip the business section and turn right to the comics, Aetna Life Insurance and Annuity Company has some very good news. Moody's reports, "ALIAC's asset quality is excellent." Duff & Phelps says ALIAC has "the highest claims paying ability" and a "high quality, conservatively managed investment portfolio." This may be the best news our customers read all day. Aetna. A policy to do more.

Aetna

U. of Arizona to Make Gigantic Telescope Mirror

Continued From Page A6

capable of producing flawless telescope mirrors as large as 8.5 meters in diameter.

"This is very much the proof for the eight-meter mirror," he says. "I'll feel very comfortable, when this comes out, that eight-meter mirrors are something that will work."

For the past two years, engineers at Arizona's mirror laboratory, a part of the university's Steward Observatory, have been working to upgrade and expand their rotating furnace, a pie-shaped oven 39 feet in diameter, to enable it to handle the production of telescope mirrors 6.5 meters to 8.5 meters across.

By heating and rotating the mirror, the scientists are able to use centrifugal force to push molten glass up along the sides of the ceramic-fiber mold within the oven, creating a bowl-shaped, parabolic surface. This greatly reduces the costly grinding—and wasted glass—that is often needed to bring a telescope mirror to its final, desired shape.

Mr. Angel estimates that the casting of the 6.5-meter mirror will take about three months—about twice the time needed for a 3.5-meter mirror, mainly because of the longer cooling time required. The arduous tasks of grinding and testing the mirror will take even longer. Mr. Angel estimates that the fully polished mirror won't be ready until the spring of 1994.

The mirror will be polished with a computer-controlled device to eliminate any imperfections greater than four millionths of an inch in height, or one-five-hundredth the width of a human hair. A laser beam will be used at regular intervals during the polishing to assure that the mirror is perfectly smooth.

To make certain that vibrations don't interfere with the laser-beam tests, the scientists plan to place the mirror on a tower supported by inflated cushions.

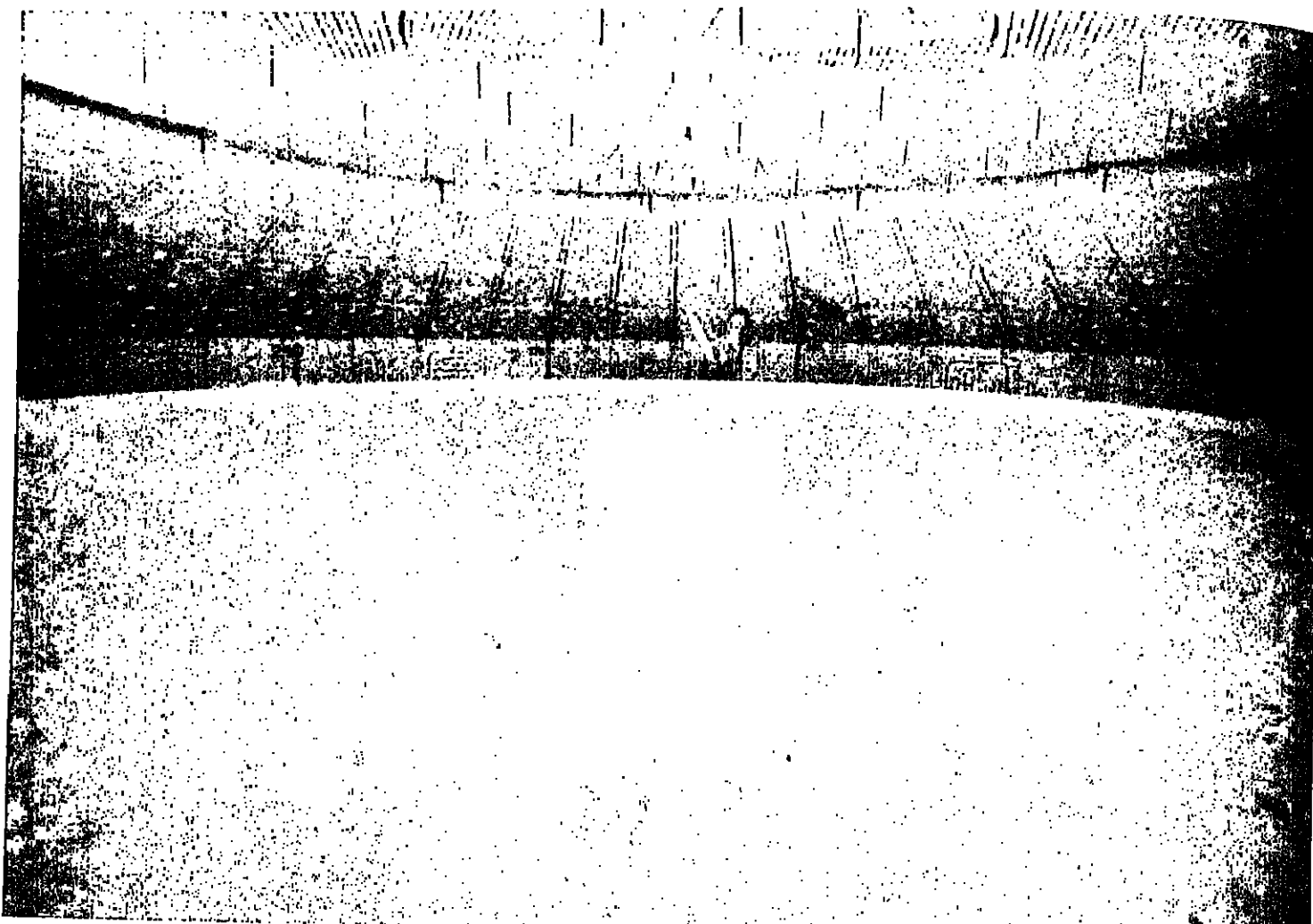
The finished product will then be given a reflective aluminum coating before it is installed in the Multiple Mirror Telescope, or MMT, on Arizona's Mount Hopkins.

Greater Field of View

The MMT, which is operated by the University of Arizona and the Smithsonian Astrophysical Observatory, now has six small mirrors that give the telescope the light-gathering power of a single 4.5-meter mirror. Mr. Angel says their replacement with the 6.5-meter mirror will double the telescope's light-gathering power and give the MMT a field of view—the amount of sky that can be viewed at any one time—greater than any of the new generation of large telescopes now being constructed.

In spite of his successes with smaller mirrors, Mr. Angel is cautious about predicting the outcome of the casting of the 6.5-meter mirror.

"Because of the technological challenges," he adds, "no large telescope mirror has ever been cast



U. of Arizona's Roger Angel overlooking mold before casting of the 6.5-meter mirror: "I'll feel very comfortable, when this comes out, that eight-meter mirrors are something that will work."

without initial failure, and we have to be prepared for that."

The five-meter mirror for the Hale telescope, for instance, required two casting attempts. So, too, did a six-meter mirror constructed by Russian scientists in 1976 for a telescope that has since had major optical problems. European telescope designers, meanwhile, had to make five castings of an eight-meter mirror that will be duplicated for a series of four large telescopes in Chile before they were able to produce one without a crack.

Mr. Angel hopes to avoid some of the problems that could arise in his mirror by strengthening the mold containing the glass. With a much larger mass of glass than that used in the 3.5-meter mirrors, he says, the pressure of the molten glass—and the tendency for it to leak from the mold—is much greater.

Other problems may be more difficult to avoid, he says, such as the tendency for such a large mass of glass to undergo a "differential expansion," a process that can introduce cracks.

"There are many things that might happen," Mr. Angel says. During the first four days of the mirror's casting, the temperature of the mold and glass will be gradually raised to 1,382 degrees Fahrenheit. At that point, the furnace will begin spinning at 7.4 rotations a minute. For the next 12 hours, the scientists plan to increase the oven's temperature to 2,156 degrees, converting the 10 tons of glass chunks into a spinning, molten mass.

Three Months of Slow Cooling

Once the mirror has assumed its desired parabolic shape, the temperature will be reduced sharply over a period of five hours and the

rotation of the oven will be slowed to half a rotation a minute in preparation for the slow cooling, or annealing, that will take place over the next 2½ to 3 months.

Mr. Angel hopes his revolutionary design and the materials he uses will allow the Arizona researchers to avoid some of the other problems that have plagued the builders of other large telescope mirrors. The honeycomb structure

of the mirror's body, produced by melting the glass over more than 1,000 hexagonal ceramic-fiber blocks in the core, for example, is intended to make the mirror's surface unusually rigid. It will also make the mirror one-fifth the weight of a solid mirror, such as those used in the Hale telescope and the Russian design.

"If you make a solid mirror," Mr. Angel explains, "it's like a cu-

thedral wall. The heat can't get out for many hours."

Another bonus of the honeycomb design is that the reduction in mass and the increase in the area exposed to the atmosphere—with the addition of the more than 1,000 cavities—should allow the mirror, when it is in place, to be more easily cooled to the temperature of the night sky, reducing optical distortions in the telescope.

The problems that arose in the European mirrors, Mr. Angel says, were caused largely by the use of a costly glass-ceramic composite that made the thin, solid mirrors resistant to thermal problems but also prone to cracking from uncontrolled crystallization within the material.

Eight-Meter Instruments Next

Borosilicate, the Pyrex-like glass that is being used in the Arizona mirrors, "is less expensive," Mr. Angel adds, "and doesn't have problems with crystallization."

Mr. Angel says that, following a successful casting of the 6.5-meter mirror, the laboratory plans to cast another 6.5-meter mirror for a telescope called the Magellan Project that will be built in Chile by Arizona and the Carnegie Institution of Washington.

Two eight-meter mirrors will then be constructed for separate telescopes in the Northern and Southern Hemispheres that are being planned by a partnership consisting of the National Optical Astronomy Observatories in Tucson, Ariz., Canada, and England.

In addition, Mr. Angel says, two 8.4-meter mirrors will be made for the Columbus Project, an effort by Arizona and Italy's Arcetri Astrophysical Observatory to build the world's largest and most powerful telescope on Mount Graham in Arizona.

—KIM A. McDONALD

Ohio State U. Agrees to Pay \$1.8-Million for Withdrawal From Telescope Project

TUCSON, ARIZ. The Ohio State University has agreed to pay the University of Arizona and Italy's Arcetri Astrophysical Observatory a total of \$1.8-million to settle a dispute caused by Ohio State's withdrawal from a partnership to build a telescope using Arizona's new mirror technology (see accompanying story).

Couldn't Pay Its Share

Steve Emerine, a spokesman for Arizona, said the proposed settlement was based on Ohio State's share of expenses incurred by the three partners as of last September, when Ohio State withdrew from the effort to construct an 11.3 meter telescope, known as the Columbus Project, in southeastern Arizona.

The telescope would use two 8.4-meter mirrors that are to be constructed at Arizona's mirror laboratory.

Ohio State officials said their university had withdrawn from the project because it was unable to pay its \$1.5-million share. Their decision, however, an-

gered the project's other two partners and put the completion of the telescope in jeopardy.

Mr. Emerine said the \$1.8-million proposed settlement, which has been agreed to by Arizona officials and is now being reviewed by the Arcetri observatory, would be in addition to the \$700,000 that Ohio State has already paid the partnership.

In return, he said, Ohio State astronomers would be given \$2.5-million worth of observing time once the telescope is completed. Using its present \$60-million price tag, that would amount to about one twenty-fourth of the instrument's use.

Michael Cusanovich, vice-president for research at Arizona, said his institution and the Arcetri observatory had been negotiating with four other groups that had expressed an interest in joining the partnership. He said he expected a third partner to take Ohio State's place within a month and a fourth partner to be named within a year or two.

Scholarship

Scholarship

RESEARCH NOTES

- Method of growing nerve cells could help repair brain damage
- AIDS drug AZT is said not to harm pregnant women or fetuses
- Survey tracks physical and emotional health of Indian youths

A new method of growing nerve cells might eventually be used to repair what is now considered to be permanent brain damage, researchers say.

Samuel Weiss, a professor of neuroscience at the University of Calgary, and Brent A. Reynolds, a graduate student there, report in the March 27 issue of the journal *Science* that they have been able to make nerve cells taken from adult mice divide.

The achievement contradicts the common scientific belief that nerve cells in mammals cannot divide after birth. While some scientists have been able to find a few cells in the adult mammalian brain that divide, such cells have generally served support functions rather than communicated with other cells.

The inability to find communicating cells that divide has discouraged scientists searching for ways to treat brain disease and injury.

In the new research, the University of Calgary investigators took tissue from the region of the adult mouse brain known as the striatum. The tissue was broken down into single cells.

The scientists were able to identify "stem cells" similar to embryonic cells that are capable of creating different kinds of nerve cells.

When the stem cells were exposed to a substance known as epidermal growth factor and given a surface to which they could stick, they divided and formed spherical clumps. Both astrocytes, or support cells, and neurons, which do the central work of the brain, were produced from the division.

The new technique, the researchers say, could be used to create many human nerve cells from only a few cells so scientists could study them.

Also, they say, scientists will be able to study the conditions under which nerve-cell division can be induced. Using that knowledge, physicians may be able to heal brain injuries by promoting the production of new nerve cells in selected areas of the brain.

The drug most frequently used to treat AIDS does not appear to harm pregnant women or their fetuses, researchers say.

Rhoda S. Sperling, a professor of obstetrics, gynecology, and reproductive science at the Mount Sinai Medical Center, with researchers from 10 other academic medical centers and the National Institute of Child Health and Human Development, studied the medical histories of 43 pregnant women who had received zidovudine, or AZT, during pregnancy. The scientists reported the results of their research in the March 26 issue of *The New England Journal of Medicine*.

In an editorial in the same issue, two physicians from Columbia University-Harlem Hospital Center said women and children with AIDS were not getting enough at-

tention from AIDS researchers. "Only now," said the physicians, "five years after the first report of the value of zidovudine in the treatment of HIV infection, do we have the first, if rather fragmentary, report of the effects of this antiretroviral drug on pregnant women and their fetuses."

In the study, the scientists said AZT did not appear to be associated with birth defects or premature birth. But seven of the infants were

born anemic, and two grew slowly while in the uterus.

Those problems, the researchers said, might be associated with treatment with AZT.

One in six American Indian teen-agers has attempted suicide, say researchers who conducted an extensive survey of the health of Indian youths.

The researchers said the survey

had revealed high rates of physical problems and emotional distress among American Indian teen-agers.

Robert W. Blum, a professor of pediatrics and adolescent health at the University of Minnesota Hospital and Clinic, with other researchers from the university and the Association of American Medical Colleges, gave questionnaires to American Indian junior-high and high-school students from 50 different tribes in 15 states.

The researchers received completed questionnaires from 13,454 of them. The results were published in the March 22 issue of *The Journal of the American Medical Association*.

The researchers found that high proportions of the teen-agers had

been victims of physical violence. One fifth of the students reported that they had been knocked unconscious.

Almost 60 per cent of the students said they either never drank alcohol or drank it only occasionally. But as American Indian boys grew older, their drinking rates exceeded those of white male teenagers in similar rural areas. By the 12th grade, one-fourth of American Indian boys were drinking more than three drinks on at least one occasion in a week.

American Indian teen-agers of both sexes appeared to use drugs more often than their white rural counterparts. Fifty per cent of American Indian high-school students reported they used marijuana.

—DAVID L. WHEELER



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NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUN
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Black Critics and Kings: The Homenage of Power in Yoruba Society, by Andrew Apter (University of Chicago Press, 286 pages; \$39.95 hardcover, \$17.95 paperback). Shows how Yoruba forms of ritual and knowledge have shaped the ethnic group's relations with the Nigerian state. In the midst of life affect and ideology in the world of the Yoruba, by A. L. Epstein (University of California Press, 327 pages; \$45). Integrates the study of emotions into anthropology through a profile of the emotional life of a Papua New Guinea people whose beliefs about death shape most aspects of their culture.

ARCHAEOLOGY

Iberia Before the Iberians: The Stone Age Prehistory of Cantabrian Spain, by Lawrence Guy Straus (University of New Mexico Press, 352 pages; \$40). Discusses the prehistory of the northern mountainous region of Cantabria from the Lower Paleolithic to the Neolithic eras.

ART

Shaping the Netherlandish Canon: Karel van Manders' "Schiedend-Doek", by Walter S. Melton (University of Chicago Press, 359 pages; \$45). Explores the concepts, aims, and critical influence of the Dutch painter's 1604 treatise, *Book on Picturing*.

BUSINESS

Strategic Bankruptcy: How Corporations and Creditors Use Chapter 11 to Their Advantage, by Kevin J. Delaney (University of California Press, 223 pages; \$23). Considers how companies have used bankruptcy to pursue particular organizational and political objectives; focuses on Continental Airlines, Texaco, and the Johns-Manville Corporation.

CLASSICAL STUDIES

The "Metamorphoses" of Apuleius: On Making an Aes of Oneself, by Carl C. Schiam (University of North Carolina Press, 186 pages; \$24.95). Explores comic, philosophical, and religious aspects of *Metamorphoses* (also known as *The Golden Ass*), a satiric novel by the second-century Roman writer Apuleius, who recounts the adventures of a man who has been transformed into a donkey.

EDUCATION

Black Resistance in High School: Forging a Separatist Culture, by R. Patrick Solomon (State University of New York Press, 159 pages; \$44.50 hardcover, \$14.95 paperback). Analyzes the conflict between school authorities and working-class West Indian students in a metropolitan Toronto high school.

FOLKLORE

Old Tales and New Truths: Charting the Bright-Shadow World, by James Roy Kins (State University of New York Press, 267 pages; \$44.50 hardcover, \$14.95 paperback). Considers, among other things, how knowledge of fairy

tales and folk tales can enhance a person's experience of the world.

GEOGRAPHY

After a California Earthquake: Attitudes and Behavior Change, by Riva Palm and Michael Hudson (University of Chicago Press, 134 pages; \$15). Presents the results of surveys that measured perceptions of earthquake risk among 2,500 northern California homeowners before and after the 1989 Loma Prieta quake.

HISTORY

The Color of Their Skin: Education and Race in Richmond, Virginia, 1954-89, by Robert A. Frai (University Press of Virginia, 134 pages; \$22.95). Traces the history of a 35-year cycle of segregation, desegregation, and re-segregation, and shows how the city's schools went from being 97 percent white to 88 percent black, with a simultaneous decrease in support for public education. **Conflicting Loyalties: Law and Politics in the Attorney General's Office, 1789-1890**, by Nancy V. Baker (University Press of Kansas, 264 pages; \$25). Examines how 75 U.S. Attorneys General have dealt with conflicts between their roles as cabinet members and their duties as chief law officers of the United States; events discussed include the Red Scare of 1919-20, the Teapot Dome scandal, and the Watergate and Iran-Contra scandals. **Constitutional History of the American Revolution: The Authority to Legislate**, by John Phillip Reid (University of Wisconsin Press, 495 pages; \$35). Discusses the history of the parliamentary legislation that was used by the American Continental Congress as a justification for its rebellion against Britain.

Eisenhower and the Anti-Communist Crusade, by Jeff Broadwater (University of North Carolina Press, 304 pages; \$34.95). Describes the federal-employee-security program and other aspects of the Eisenhower Administration's anti-Communist campaign; argues that while he despised Sen. Joseph McCarthy, the President was a committed anti-Communist who often showed little regard for civil liberties. **Formation of the Modern State: The Ottoman Empire, Sixteenth to Eighteenth Centuries**, by Rifaa' Ali Abou-El-Haj (State University of New York Press, 155 pages; \$39.50 hardcover, \$12.95 paperback). Challenges a "particularist" emphasis in previous historiography on the Ottoman Empire, and suggests a way of studying the Ottomans in relation to their European and Asian counterparts. **Frontier Faith: Church, Temple, and Synagogue in Los Angeles, 1846-1889**, by Michael E. Egan (University of New Mexico Press, 352 pages; \$32.50). Discusses religious and cultural diversity in Los Angeles during its transformation from a Hispanic pueblo of 1,500 to an Anglo-American city of 50,000.

The Gender Tradition and the Sacred Rites: High Culture vs. Democracy in Adams, James, and Santayana, by Robert Davidoff (University of North Carolina Press, 244 pages; \$32.50). Explores attitudes toward democratic culture in the work of the historians James Adams and the novelists Adams and James; also considers how James's and Santayana's homosexuality shaped their writings and cultural awareness.

How America Ruled Women: Italy, 1922-1948, by Victoria de Grazia (University of California Press, 363 pages; \$29.95). A study of the treatment and experiences of women under Fascism; topics include the female image in propaganda and commercial culture, and women's responses to government efforts to organize them. **"Belong to the Working Class": The Unfinished Autobiography of Rose Pastor Stokes**, edited by Herbert Shapiro and David L. Sterling (University of Georgia Press, 216 pages; \$30). Edition of the previously unpublished memoir of the Polish-born writer and political activist who

was a founding member of the American Communist Party in 1919. **Indians, Settlers, and Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley Before 1783**, by Daniel H. Usner, Jr. (University of North Carolina Press, 314 pages; \$32.50 hardcover, \$12.95 paperback). Explores networks of communication and exchange among black, white, and Indian inhabitants of colonial Louisiana and West Florida. **The Land Was Theirs: Jewish Farmers in the Garden State**, by Gertrude Wisnicki Dubrovsky (University of Alabama Press, 251 pages; \$32.95). Traces the history of a Jewish farming community established in Farmingdale, N.Y., in 1919. **Literacy, Education, and Society in New Mexico, 1893-1923**, by Bernardo P. G. J. (University of New Mexico Press, 128 pages; \$27.50 hardcover, \$11.95 paperback). Describes the ways in which the spread of literacy both maintained and challenged the colonial social order. **Main Street in Gracia: The Great Depression and the Old Middle Class on the Northern Plains**, by Catherine McNicol Strick (University of North Carolina Press, 320 pages; \$37.50). Traces the effects of economic depression on life in North and South Dakota.

Missouri: The Journal of William W. Miller on the Southern Old Trail, edited and annotated by David P. Rohrbaugh (University of Missouri Press, 328 pages; \$27.50). Edition of the journal of one of the "Calvary County Pioneers." **A California-bound wagon train from Missouri traveled west along a southern route that crossed the "Lost" of China**, by Santa Fe, N.M., and the Chila River. **Robert P. Newman (University of California Press, 685 pages; \$30). A biographical study of a prominent American scholar who was a victim of McCarthyism which was a victim of McCarthyism; draws on his 38,500-page file compiled by the Federal Bureau of Investigation. The Rise and Fall of the American Left**, by John Patrick Diggins (W. W. Norton & Company, 432 pages; \$22.95). Describes the intellectual history of American left-wing politics in terms of four categories: the Lytic Left, the Old Left, the New Left, and the Academic Left. **Red Mountain West Colorado, Wyoming, and Montana, 1889-1915**, by Duane A. Smith (University of New Mexico Press, 304 pages; \$32.50 hardcover, \$16.95 paperback). A study of the three counties and later states' histories in an era of economic booms and busts.

FELLOWSHIPS, PRIZES

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HISTORY OF MEDICINE

Refuge for Health: A History of the Canton for Disease Control, by Elizabeth W. Gidycz (University of California Press, 433 pages; \$42.50). Traces the Atlanta-based agency's history since its origin as a malaria-control unit during World War II.

LITERATURE

At the Bedchamber: The Chinese Sexual and Domestic Texts, by Douglas W. W. (State University of New York Press, 303 pages; \$27.50). Explores competition between phenomenological and psychoanalytic concepts of character in novels by John Barth, Saul Bellow, Lawrence Sanders, John Fowles, Jerry Kosinski, and Thomas Pynchon. **The Politics of Voice: Liberalism and Social Criticism from Franklin to Emerson**, by Michael J. Schudson (State University of New York Press, 199 pages; \$14.50 hardcover, \$14.95 paperback). Draws on the work of the Russian theorist Mikhail Bakhtin in a study of rhetorical strategies in "personal" political writing from Emerson to Benjamin Franklin and Henry David Thoreau to Norman Mailer and Maxine Hong Kingston.

Practicing Romance: Narrative Form and Cultural Engagement in Hawthorne's Fictions, by Richard H. Millington (Princeton University Press, 245 pages; \$29.95). Describes the American writer as a cultural analyst whose fiction attempted to reshape the community it addressed. **Dean, Writing, History: 1840-1870**, edited by Louis Ginzburg and Susan S. Wachsman (University of Georgia Press, 240 pages; \$40 hardcover, \$16 paperback). Includes original essays on English female writers' responses to political, religious, and social upheavals of the period.

MEDICINE

Pain in America, by Mary S. Sheridan (University of Alabama Press, 194 pages; \$22.95). Discusses psychosocial factors that influence individual perceptions of chronic pain, and in turn medical treatments for the problem.

PHILOSOPHY

The Banalization of Nihilism: Twentieth-Century Responses to Meaninglessness, by Karen L. Carr (State University of New York Press, 196 pages; \$39.50 hardcover, \$12.95 paperback). Focuses on the nihilism of Nietzsche, Karl Barth, and the Russian. **Recognition, Fichte and Hegel on the Other**, by Robert R. Williams (State University of New York Press, 332 pages; \$39.50 hardcover, \$19.95 paperback). Explores the theme of intersubjectivity or recognition in the philosophy of Johann Gottlieb Fichte (1762-1814) and G. W. F. Hegel (1770-1831).

Representation and Its Discontents: The Cultural Legacy of German Romanticism, by Abdo Seyhan (University of California Press, 196 pages; \$35 hardcover, \$16 paperback). Draws links between contemporary philosophical and literary theories of the metaphorical and linguistic nature of knowledge.

POLITICAL SCIENCE

Capitalist Development and Democracy, by Dietrich Rueschmeyer, Evelyn Huber Stephens, and John D. Stephens (University of Chicago Press, 388 pages; \$45 hardcover, \$19.95 paperback). Contributes to the debate over the nature of the link between capitalist development and democracy; includes comparative data from advanced industrial countries, Latin America, and the Caribbean. **Contest for Constitutional Authority: The Abortion and War Powers Debates**, by Susan R. Burgess (University Press of Kansas, 200 pages; \$25). Uses studies of the abortion and war-powers controversies to challenge the notion that the judiciary has final authority in constitutional questions; develops, instead, an approach of "departmental review" in which each branch of government has the right to interpret the Constitution in dialogue with other branches and with no branch having final authority. **Leadership, Leadership, and U.S. Policy in Latin America**, by Michael J. Kryczek (Westview Press, 249 pages; \$45). Considers how relations between individual Latin American leaders and U.S. foreign-policy makers affects the course of hemispheric politics; includes case studies of such leaders as Violeta Chamorro, Carlos Menem, and Carlos Solana.

Political and Agrarian Development in Guatemala, by Susan A. Berger (Westview Press, 251 pages; \$42). Traces the development of agrarian policies over the past 60 years.

Wildfires: Grassroots Revolt in Israel in the Post-Socialist Era, by Sam N. Lehman-Wilzig (State University of New York Press, 198 pages; \$39.50 hardcover, \$12.95 paperback). Discusses various manifestations of political and social protest since the decline of Labor Party dominance in Israel.

POPULAR CULTURE

Metapop: Self-Referentiality in Contemporary American Popular Culture, by Michael Dunne (University Press of Mississippi, 212 pages; \$28.50). Explores the phenomenon of "self-referentiality" in film, television, music, and comic strips, for example, when a television character breaks off a scene to speak directly to the viewing audience.

PSYCHOLOGY

Physical Appearance and Gender: Sociobiological and Sociocultural Perspectives, by Linda A. Jackson (State University of New York Press, 126 pages; \$49.95 hardcover, \$16.95 paperback). Analyzes research on gender differences in the perception of physical appearance.

Chinese Women and Christianity, 1880-1927, by Kwok Pui-Lan (Scholars Press, 225 pages; \$29.95 hardcover, \$19.95 paperback). Examines Chinese Christian women's experiences in the church, their participation in social reform, and their relationship to feminism in China. **They Call Her Pastor: A New Role for Catholic Women**, by Ruth A. Wallace (State University of New York Press, 204 pages; \$44.50 hardcover, \$14.95 paperback). Presents a sociological study of 20 nuns in the United States administered by nuns or married lay women.

SOCIOLOGY

The Battered Woman and Shelters: The Social Construction of Wife Abuse, by Doreen R. Loske (State University of New York Press, 215 pages; \$44.50 hardcover, \$14.95 paperback). Shows how academic, media, and governmental depictions of battered women have shaped social

services for such individuals, drawn on an ethnographic study of a shelter in a medium-sized city on the West Coast. **Community Versus Community: Tenants and the American City**, by Stella M. Fack and John I. Goldsmith (State University of New York Press, 326 pages; \$39.50 hardcover, \$19.95 paperback). A study of American tenants' movements, with a focus on the rent-controlled city of Santa Monica, Cal., and the non-rent-controlled city of Houston. **Women in Engineering: Gender, Power, and Workplaces Culture**, by Judith S. McIlwain and J. Gregg Robinson (State University of New York Press, 248 pages; \$54.50 hardcover, \$17.95 paperback). A study of the attitudes, backgrounds, work experiences, and family lives of a group of American women who became engineers in the 1970's and 80's.

URBAN STUDIES
The Sphinx in the City: Urban Life, the Control of Disorder, and Women, by Elizabeth Wilson (University of California Press, 191 pages; \$35 hardcover, \$14 paperback). Argues, among other things, that urban planners and reformers have attempted to regulate the lives of women, ethnic minorities, and the working class.

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Personal & Professional

CUNY Replaces Embattled Head of Black Studies

Retired Yale professor is named; Jeffries' lawyer says he'll sue

NEW YORK

Trustees of the City University of New York last week named a new chairman to replace Leonard Jeffries, Jr., the embattled head of the black-studies department at City College.

For months Mr. Jeffries had been in the center of a furor over remarks he made last summer that were attacked as anti-Semitic and anti-white. His teachings comparing the communal values of African "sun people" with the materialistic values of European "ice people" have also generated controversy.

8-Month Probationary Period

Last October, Bernard W. Harleston, president of City College, recommended that Mr. Jeffries be reappointed as chairman, but only for an eight-month probationary period. The CUNY trustees agreed. The president said he would assess Mr. Jeffries's chairmanship during that period.

The CUNY board last week voted 12 to 0 to appoint Edmund W. Gordon, an emeritus professor of psychology at Yale University and a noted black scholar, to a two-year term as chairman of the troubled department, effective July 1.

Mr. Jeffries, who had been chairman for nearly 20 years, will remain in the department as a tenured professor. He did not return a reporter's telephone calls. However, a lawyer for Mr. Jeffries said he planned to sue the university. Mr. Jeffries told *The New York Times* that the faculty of the black-studies department would not support Mr. Gordon, and called the board's action "an academic lynching."

However, a university official who requested anonymity said Mr. Harleston had consulted members of the department, including Mr. Jeffries, about the appointment of Mr. Gordon. The official said four of the department's six tenured faculty

Continued on Page A17



Leonard Jeffries, Jr., is reported to have said the black-studies faculty would not support the new chairman and to have called his ouster "an academic lynching."



Camille Paglia: "The idea that there is any open debate in academic feminism today is a lot of crock."

Camille Paglia, Academic Guerrilla, Relishes Her Role as Feminist Scourge

By CAROLYN J. MOONEY

CAMBRIDGE, MASS.

Camille Paglia seizes the podium at Harvard University's Sanders Theater and ignites. Her topic this evening: What's wrong with Harvard. That's with a period, not a question mark.

For the next two hours, the frenetic and fearless author, who teaches humanities at the University of the Arts in Philadelphia, unleashes the attacks that have made her an enemy of feminists and literary theorists and a cause célèbre on the interview circuit. She trashes prominent scholars, tenure, academic conferences, the department system, and, again and again, the French literary theorists Jacques Derrida, Michel Foucault, and Jacques Lacan.

Hurling Insults and Naming Names

She's an academic guerrilla, a firestorm of energy, and above all a performer. Her voice is like an automatic weapon spitting out bullets: She sneers. She taunts. She mimics. She hurls insults. She tells critics to shut up.

And she names names, starting with professors at Harvard—Marjorie Garber, Barbara Johnson, Susan R. Suleiman, and Helen Vendler. But why stop at Harvard? She names more names—Stanley Fish and Eve Kosofsky Sedgwick of Duke University, and more.

Charlatans, she calls them. Toadies. Conference groupies. Pseudo-feminists. Hustlers. Sleazebags. Ass kissers.

The whole time, here in the polished-wood splendor of the Victorian-Gothic theater, standing beneath three crimson plaques that bear the Harvard motto *Veritas*, Miss Paglia—she prefers "Miss" to

"Ms."—is pounding away at her message. Which is this: Academic is being corrupted by trendy feminists and literary theorists who have abandoned scholarly standards and who don't care about beauty or truth or history or nature. While liberals stand around doing nothing, conservatives are taking control of academic reform.

'Get a Gimmick, Get a Critic'

"Today it's like, get a gimmick, get a critic," she tells the crowd of about 800. "What are we doing wasting our time with these stupid and vulgar theorists? ... 'It's such crap.'"

She recites her mantra: Hate dogma. Love art. Love learning.

A woman in the audience tells Miss Paglia that some of her remarks sounded like something Joseph Stalin might have said. Miss Paglia brushes her off like a mosquito. "Absurd," she retorts.

Catching the show from the front row is Christina Hoff Sommers, a Clark University philosopher who also has something of a reputation for skewering her fellow feminists (*The Chronicle*, January 15). "I'm such a nice girl compared to Camille," she says later, with a sigh of admiration.

20 Years 'In the Wilderness'

Like many others, Ms. Sommers never heard of Camille Paglia before 1990, when Miss Paglia's first and so far only book, *Sexual Personae: Art and Decadence From Nefertiti to Emily Dickinson*, was published by Yale University Press. (Vintage Books later published it in paperback.)

That's because Miss Paglia had spent the

Continued on Page A16

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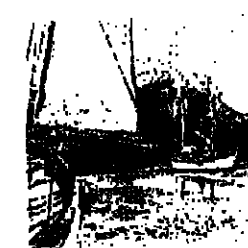
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Barnstorming Anti-Feminist Treats Harvard to an Evening of Vitriol

Continued From Page A14

researching her book and being rejected, as she tells it, by mainstream academics and feminists who couldn't handle her dissident views on feminism. The recipient of a doctorate from Yale (her mentor there was Harold Bloom), she taught at Bennington College, then held a string of appointments in the early 1980's while searching for a permanent job and a publisher.

Her book has given her the fame she feels is due her. But she says elite universities would never hire her now, either—she's too vicious.

The book is a 718-page treatise that attempts to present a unified theory of Western culture from ancient Egypt through the late 19th century. A second volume and essay collection are in the works.

Chief among the ideas expressed in her book and elsewhere is this: That innate sexual differences mean men and women will always

Her message is: Academe is being corrupted by trendy feminists and literary theorists who don't care about beauty or truth or history or nature.

be different—so different that "if civilization had been left in female hands, we would still be living in grass huts." Similarly, her views on date rape—she calls it "the leading soap opera among middle-class white women" who fail to recognize that women are always in sexual danger, and says the police, not universities, should deal with genuine rape charges—have incensed those pushing for campuswide education on the issue.

Madonna is her ideal feminist.

Miss Paglia only recently began taking her ideas to campuses. She goes next to Smith and Williams Colleges.

Last month she spoke at Brown University—a place so politically correct, she says, that "of course

the feminists boycotted me, okay, right? I loved it."

If academic feminists have ignored her, as Miss Paglia contends, conservatives have not. It was Harvey C. Mansfield, a Harvard government professor who says his reputation as a "neo-conservative" is fair, who invited her here tonight. He was the only Harvard professor to vote against the creation of the women's-studies program because, he explains, "it wasn't really women's studies, it was feminist studies."

Collegial It's Not

The crowd at Sanders Theater smells of wet wool. It is a polite crowd, a mix of older, tweedy academics and students wearing fringed Russian-pendant scarves and carrying huge bookbags.

Mr. Mansfield introduces Miss Paglia as "an enemy of the namby-pamby, the hoity-toity, and the artsy-fartsy." In fact, she has numerous enemies—and appears intent on making new ones tonight. After she establishes her credentials—she believes prostitution, pornography, abortion, and drug use should be legal, and is a bisexual who believes in full political and legal rights for women—she opens fire on the feminists.

"The idea that there is any open debate in academic feminism today is a lot of crack," she sneers.

Unlike many feminists, Miss Paglia says, "I respect the past, okay? I don't see history as an endless series of victimizations."

She also accuses certain feminists of keeping their lesbianism secret until they became prominent. "When it would have cost them something, did they do it?" The crowd applauds loudly.

By now it is apparent that Miss Paglia's style is not exactly one of collegial criticism.

Her first target is Helen Vendler, a Harvard English professor who, she says, has given in to trendy scholarship (and who has criticized Miss Paglia's book). "Everything from Chaucer to Wallace Stevens, I respect," Miss Paglia says. "But after Wallace Stevens, she has been a disaster."

Next comes Barbara Johnson, head of Harvard's women's-studies program, who is accused of toadying to male professors, including the late Yale deconstructionist, Paul de Man.

As for Marjorie Garber, a Harvard English professor whose book on cross-dressing Miss Paglia has slammed, she could have written a

One of her targets says Miss Paglia engages only in "totalitarian discourse," but feminists would be happy to listen to her ideas "if she had any."

major book, Miss Paglia contends. "But you have to put in the effort. You have to go to the library."

Next comes Susan R. Suleiman, a comparative-literature professor here whom she calls "one of the great conference groupies of all time." One of Miss Paglia's arguments is that the "deal making" at academic conferences has led to tenure for trendy scholars who will be around long after their work is outdated.

"Now, let's see, who haven't I maligned yet?" She calls Eve Kosofsky Sedgwick, a Duke gay-studies scholar, a "charlatan and opportunist who latched onto Foucault because she had no talent," Stanley Fish, a prominent literary theorist, is "a sleazebag" and "a plonky." And there are others.

Miss Paglia's targets apparently weren't at the lecture. But when contacted later, Ms. Suleiman, the "conference groupie," is eager to fight back. "The difference between a conference and a one-woman show," she says, "is that at conferences people engage in discussion." Miss Paglia engages only in "totalitarian discourse," she says, adding that feminists would be happy to listen to her ideas "if she had any."

Ms. Garber calls Miss Paglia's version of feminism "a caricature" that ignores all new scholarship. She also questions whether Miss Paglia is worthy of more publicity, and suggests Mr. Mansfield was "uncollegial" to invite such an attack on his colleagues.

Mr. Fish and Ms. Sedgwick did not want to comment; Ms. Johnson and Ms. Vendler could not be reached.

Miss Paglia concludes her lecture by proposing that literary conferences be abolished and that shoddy scholarship be exposed. And she suggests that she is the perfect role model for women since "I have no self-esteem problems."

She ends with her mantra: "Hate dogma. Love learning. Love art."

The performance has left some here stimulated but mentally exhausted, and others outraged.

"Make sure you put this in—she's a demagogue," says Jane Margolis, who teaches education in the extension school here. "She's missing an important aspect of power realities."

Miss Paglia, meanwhile, continues holding court on the stage. It's

11 p.m. She has been talking non-stop since dinner, and will continue until 1 a.m. at a post-lecture reception at Mr. Mansfield's home. She could go on forever.

'I Don't Need Drugs'

The next morning finds Miss Paglia in her hotel suite, already in her frenzied-performance state. ("My normal state is a cocaine state. I don't need drugs.")

She's wearing the same outfit—knee-length black dress, well-cut red jacket, black patent-leather, high-heeled pumps. Should anyone question whether her clothing is relevant, it's very relevant to her. Appearance, projection—it's all part of her argument that women must take control of the image and sexuality they project. She calls her outfit "my performance drag."

Normally, "I'm totally dowdy."

She's talking about her sudden fame, the importance of teaching freshmen, the need for lust, her admiration of nuns, the vindictive pleasure she gets from "torturing" Harvard, and, once again, those feminist "toddies."

The phone rings just as she is

reopening her attack on Ms. Johnson, the women's-studies head. Mr. Mansfield is on his way? Okay, good, all right. She slams down the phone without missing a syllable.

Mr. Mansfield enters bearing several of the lecture posters, a copy of her book, and that morning's *Boston Globe*. "Everybody's buzzing," he says with a grin.

Miss Paglia grabs the newspaper and shrieks. "Oh, *The Globe* covered it? Great!" She's calling her publicist now and simultaneously scanning *The Globe* and *The Harvard Crimson*, squealing, waving her hands, stamping her feet, snorting, and rolling her eyes when her call won't go through. "Oh my God! I don't believe they reported it! All right, yes, Brown University mentioned—great! Yes, this is a collect call. Oh, I love this: 'She singled out Susan Suleiman, Barbara Johnson... Aaaaah! This is not a flattering picture. Oh, my legs came out well, though... Slams Harvard.' Okay, all right! 'Trendy people in cultural studies... Hello, what is the problem? 'We need to liberate the young from this French theory crap... All right! Aaaaah! Hello! Hello! This is Camille...'"

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Personal & Professional

Personal & Professional

CUNY Replaces Embattled Head of Black Studies

Continued From Page A14

members supported Mr. Gordon's appointment.

Mr. Gordon is expected to reorganize the department and recruit new faculty members. He is also expected to recruit an advisory panel with nationally known members to work with the department.

Protests Are Expected

Mr. Gordon, who retired from Yale last year, has served as an advisor to Mr. Harleston and was a visiting professor at City College in 1983. He was on vacation last week and could not be reached for comment.

Some observers expect protests to erupt over the decision to replace Mr. Jeffries. A day after the trustees' decision, signs appeared on the campus contending that Mr. Jeffries had been removed in an effort to eviscerate black studies at City College.

Ricardo J. Pons, a senior at City College and president of the day-student government, said student

leaders would discuss how to respond. "Once again," he said, "Dr. Jeffries has been used as a scapegoat to avoid the real issue: a curriculum of inclusion. They waited for things to cool down a little bit before they removed him from his position."

Mr. Jeffries has said he is the victim of conservative opposition to efforts to make the state's public-school curriculum more multicultural.

Faculty supporters of Mr. Harleston narrowly defeated an attempt last month by some professors to pass a vote of no confidence in his leadership, said James de Jongh, an English professor who is chairman of the faculty senate. The proposal was defeated by a vote of 27 to 21.

—DENISE K. MAGNER

Researcher Acquitted of Charges of Threats to College President

HAMMOND, IND.

An academic field researcher has been acquitted of charges that he had threatened the president of Valparaiso University after he was denied reappointment there.

Charles P. Gallmeier was indicted last year by a federal grand jury on charges that he had sent letters threatening to harm Valparaiso's president, Alan F. Harre, in late 1990 and early 1991. The case went to trial here last month.

In a statement released by a friend, Mr. Gallmeier, who had denied writing the letters, said he hoped his former institution had "learned something about the importance of providing due process."

Earlier, he said that Valparaiso had ordered him off the campus without allowing him to respond to what were then informal allegations against him.

Allegations of Plagiarism

A Federal Bureau of Investigation inquiry allegedly linking Mr. Gallmeier to the letters led to the indictment. Friends who formed a defense fund said he was framed.

Mr. Gallmeier, now a field researcher at the University of Illinois at Chicago, began teaching sociology at Valparaiso in 1989. A year later, he was told his contract would not be renewed, but he said he was not given an explanation.

Some observers at Valparaiso speculated that his involvement in a case of alleged plagiarism—disclosed by Mr. Gallmeier after his appointment—had been a factor.

In that case (*The Chronicle*, February 12), Mr. Gallmeier was accused of plagiarizing a scholarly article. He denied the allegations, but Valparaiso officials said they had determined that he had plagiarized. Three learned societies looked into the case, and although one group asked him to remove the article from his résumé and never cite it, none ever issued a formal finding that plagiarism had occurred.

Valparaiso officials had no comment.

—CAROLYN J. MOONEY

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FACULTY NOTES

- **Nomination for a Chicano-studies post sparks heated dispute**
- **Wis. professors have new avenue to appeal denial of tenure**

The nomination of a white candidate for a faculty position previously held by a Latino professor of Chicano studies has sparked a heated dispute at the University of California at Berkeley.

The recommendation, made by the sociology department, was overturned by Carol T. Christ, the provost, after students protested the choice. The department appealed, but the rejection was later upheld by Chang-Lin Tien, the university's chancellor.

A member of the university's governing board criticized Ms. Christ, saying it appeared she had bowed to student demands that a minority candidate be appointed. "I don't think we should be responding to the whims of 'political correctness' on our campuses," the regent, Jeremiah Hallisey, said.

Ms. Christ said she had disqualified the white candidate because his application had been submitted after the deadline. She said her decision had "nothing to do with the student protests."

The department, which contends that late applicants are often considered, based its appeal on the "vagueness" of the deadline policy.

The department had recommended Loic Wacquant, now on a fellowship at Harvard University,

whose research interest is the black, urban poor. About 100 sociology students boycotted classes last month for nearly a week to protest Mr. Wacquant's selection.

Neil Smelser, the department chairman, said the tenure-track position initially had been designated for a professor specializing in Chicano studies. But after the Latino professor resigned from the position and two other Latino scholars joined the department, the slot was designated as an ethnic-relations post, he said. Department members voted overwhelmingly for Mr. Wacquant, he said.

—JACK MCCURDY

Faculty members in the University of Wisconsin System who believe they were denied tenure on discriminatory grounds now have a new avenue for appealing internally before resorting to a lawsuit.

A law signed last month by Gov. Tommy G. Thompson, a Republican, gives new power to independent appeals committees to review cases in which professors allege they were denied tenure by a department on the basis of "impermissible factors." Besides race and gender, such factors include issues unrelated to discrimination, such as allegations that a review committee ignored information re-

lating to a professor's qualifications.

Previously, Wisconsin law said that faculty members in the system could not get tenure without the approval of their departments.

Under the new law, the regents have the authority to grant tenure without a department's approval under three conditions: if the chancellor of the campus approves; if a standing committee on the campus finds that tenure was denied on impermissible grounds; and if an independent committee recommends that tenure be granted.

The new law was inspired in part by a lawsuit filed against the Milwaukee campus. Ceil M. Pillsbury, a former professor at Milwaukee who now teaches on the system's Green Bay campus, claims she was denied tenure by an all-male panel in the business school because she is a woman and was pregnant at the time.

Her suit is pending. Meanwhile, a report on a state audit of Milwaukee's affirmative-action office criticized its record of investigating discrimination and harassment complaints. It said that "some serious complaints have not been investigated" and that records of complaints were not typically kept.

Milwaukee officials say they are reorganizing the office to correct the problems. —DENISE K. MAGNER

American Council Chooses 32 Fellows

WASHINGTON

The American Council on Education has chosen 32 scholars and administrators to participate in its 1992-93 fellows program. The program enables the fellows to become involved in academic administration and policy making at their own institutions or on other campuses.

Following is a list of the fellows and their current institutional affiliations.

Angelo Arment, Jr., director of planning, dean of University College, and professor of physics, Villanova U.
John B. Braden, professor of agricultural economics, U. of Illinois at Urbana-Champaign.
Carolyn S. Brett, professor of law, U. of Kentucky.

Barbara A. Brown, associate dean for academic affairs, Livingstone College (N.C.).
Melanie A. Brown, associate professor of business education and office administration, U. of the District of Columbia.

Richard L. Byrnes, professor and head of the division of internal medicine, U. of Colorado Health Science Center.

Michael T. Chiatly, vice-president for student development, Iowa College.

Marla L. Cowie, director of institutional self-study and professor of English, Mississippi Valley State U.

Marilyn J. Ford, executive assistant to the president and professor of law, U. of Bridgeport.

Thomas J. Haas, associate professor and chief of the chemistry section, U.S. Coast Guard Academy.

Edward C. Halpern, associate professor and director of medical education in the cancer center, Duke U.

Henry Harden, Jr., associate professor of career development, Montgomery College.

Wilma J. Henry, assistant professor of

career development and assistant dean for administrative and student services, Wright State U.

Zachary R. Hodges, dean of student services, Northwest College of Education Community College System.

Robert Holkeboer, director of the honors program, Eastern Michigan U.

Shirley Y. Y. W. Leung, assistant university librarian for technical services, U. of California at Irvine.

Reginald Martin, professor of English and special assistant to the president, Memphis State U.

Anita D. McDonald, dean of the evening college, U. of Missouri at St. Louis.

Sylvia A. Moore, associate professor of family practice, U. of Wyoming.

Page S. Morahan, professor and chair of microbiology and immunology, Medical College of Pennsylvania.

Lois E. Muir, professor of psychology, U. of Wisconsin at La Crosse.

Ashok V. Nalmpally, professor and chair of chemical engineering, California State U. at Long Beach.

George D. Nelson, assistant provost and associate professor of astronomy, U. of Washington.

Jane C. Offenburger, associate dean of academic administration in the College of Liberal Arts, U. of Minnesota at Duluth.

Charles W. Ostrom, Jr., professor of political science, Michigan State U.

Felice H. Ramsey, associate dean for academic affairs and professor of law, California State U. at Sacramento.

Jayne E. Richmond, associate professor of college-student personnel and director of the graduate program, U. of Rhode Island.

Elizabeth A. Rolstacher, professor of economics, Queens College of City U. of New York.

Robert T. Sheeran, associate provost, Seton Hall U.

Jane Stephens, academic associate to the provost, Southeast Missouri State U.

Sandra J. Tracy, associate professor of education, Lehigh U.

Marlin Wacha, professor of architecture and urban planning, U. of California at Los Angeles.

Personal & Professional

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A hundred years ago, computers worked with pen and ink by candlelight. Most models had linen coats, cravats, and pomaded hair.

While a computer is still "a person who computes," it is also a powerful electronic machine that performs operations that yesterday's calculating clerks could not have imagined.

Beginning April 6, the Public Broadcasting Service will air a television series on the history of the machine called "computer" and its impact on society. "The Machine That Changed the World" will trace the computer's development from a room-size, data-processing center to personal computers to machines that create virtual reality.

The one-hour shows will be broadcast on five Monday nights, concluding on May 4.

Lafayette College is using computer technology to encourage members of the news media to contact its professors when they want information or informed opinion.

The public-information office has issued a disk called "Who Knows What," a directory of almost 200 faculty experts. The directory gives professors' areas of expertise, education, experience in foreign countries, and telephone numbers. Journalists need an IBM personal computer or compatible machine to use the directory.

Patricia A. Finociponti, associate director of the public-information office, assures users that the electronic directory is bug-free. "The directory has been prepared on a computer scanned to identify and eliminate any known computer viruses," she says. "It has been reproduced on virgin diskettes and contains no executable programs through which a virus might be transferred."

When it comes to promotion, tenure, and new jobs, how much credit do faculty members get for professional activities on electronic networks?

That query brought a range of responses in a recent debate on Blnet, a network widely used by academics.

Network activities "count a lot when people are considering whom to ask to write articles for publications and to speak at conventions and workshops," said Mary B. Jensen, director of the law library at the University of South Dakota. "When you are asked to write or speak because of your activities on the networks, that definitely counts when it comes to promotion, tenure, and job hunting."

Network activities don't count at all, according to William J. Hunter, an associate professor of teacher education and supervision at the University of Calgary, who said he spoke only for the education faculty. "The answer is None. To date, no one has even posed the question."

Information Technology



Brian S. Brooks, an associate professor who helped to develop the computer network at the U. of Missouri Journalism school: "What empowers people in society today is information."

Computers Put a Journalism School on Technology's Leading Edge

By DENNA F. BLUM

COLUMBIA, MO.

When a comedienne, Paula Poundstone, was performing at the University of Missouri at Columbia last year, she asked a student in the audience what her major was. When the student replied "Pre-journalism," Ms. Poundstone quipped: "What is that, you write everything in pencil?" "That remark was funny for two reasons," says John Arwood, a graduate stu-

dent at the School of Journalism here. "Because it was just a funny joke and because it was such an ironic thing to say at a place like this."

Missouri's journalism school, which opened in 1908, is the oldest in the country. It is now one of the leaders in moving journalism education toward the 21st century.

The school's 820 students use approximately 300 IBM personal computers linked with one another on a network. News bu-

reaus in Jefferson City, Mo., and Washington are connected to the network by modem. The school is about to install a microwave link to its television station eight miles away. With all that equipment, the students are hardly doing their work in pencil.

Students learn to use computers for everything from simple word processing to electronic imaging, in which photographs are transmitted digitally. Even students who are pre-journalism—those taking prerequisite courses with the intention of entering the school in their junior year—learn to work on computers.

Dealing With Dilemmas

The Missouri school is one of many around the country that have sought to replace aging minicomputer systems—or, in some cases, even typewriters—to try to catch up with changes in the advertising, news, publishing, and public-relations industries brought about by personal computers.

Being on technology's leading edge has forced the school to deal with the dilemmas that accompany change at higher-education institutions. Some faculty members are concerned that the fascination with rapidly changing technology has overshadowed the concepts, principles, and substance of the subjects being taught. Others say that partnerships developed with private corporations to pay for the new machinery may jeopardize the independence and integrity of research on the campus.

"Some people like myself would be

Testing Service to Offer Computer Version of the Graduate Record Examination

PRINCETON, N.J.

Beginning next fall, students seeking admission to graduate school will be able to take the Graduate Record Examination on computers.

The initial computer version, which will be offered at centers in about 100 metropolitan areas, will be the same as the traditional paper-and-pencil test. Students will answer multiple-choice questions on the screen, clicking a mouse on their answers. Like the paper tests, these will receive a numerical score.

Beginning in October 1993, however, students will take an "adaptive test," in which the questions depend on the student's previous answers. As long as the student responds correctly, the computer will pose increasingly difficult questions. When the student makes a mistake, the computer will ask an easier question. This give and take will continue until the stu-

dent's proficiency level is established. That level will determine the score.

The Educational Testing Service, which administers the Graduate Record Examination, will offer the computer version as an alternative to the paper test. It has no plans to discontinue the traditional paper exam.

Available 3 Days Each Week

Beginning next October, the computer test will be available three days each week by appointment. The ETS will continue to give the traditional test five days a year. About 400,000 applicants to graduate schools take the Graduate Record Examination every year.

Students will have to pay \$90 to take the exam on computer. The paper test costs \$45.

Putting the graduate test on computer

Continued on Page A22

Continued on Following Page

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Computers Put a Journalism School on Technology's Leading Edge

Continued From Preceding Page
moderately content with a quill, so it takes some adjusting to get used to all the technology," says Lee Wilkins, the school's associate dean for undergraduate studies. "The important thing that we all must keep in mind is that technology may make things niftier and faster, but it should not change the very basics of what we need to teach."

Running Out of Space

At Missouri, "the computer age" was ushered in in 1985 when two journalism professors realized the school was running out of space on its minicomputer. The system was used to produce the *Missourian*, the city's morning newspaper and the only such publication produced by a journalism school.

With \$42,000 from the univer-

sity, the professors—Brian S. Brooks and Phillips Brooks—developed an on-line computer network for the newsroom, using 12 personal computers, some pack-

"Some people like myself would be moderately content with a quill, so it takes some adjusting to get used to all the technology."

aged software, and their own programs. Networks were new at the time, and the professors knew of no other newspaper using one for its editorial operations.

The network, which included an

on-line library of articles and graphics, worked so well that the professors proposed an even more ambitious plan to link all the school's components, including faculty offices, the television station, and the newspaper's news bureau in Washington. A faculty panel worked with the Brookses, who are not related, to draft a plan for computerizing the school and to look for outside support for the multimillion-dollar project.

Agreement With IBM

In 1989 Missouri "struck gold," according to Brian Brooks. It signed an agreement with the International Business Machines Corporation for a joint research project that began with the company's giving 280 personal computers to the journalism school. Mr. Brooks es-

timates that the three-year arrangement, which has just been renewed for another three years, has brought Missouri as much as \$13-million worth of hardware, software, and technical support.

The project is thought to be one of the largest such partnerships in a journalism school. It has helped Missouri develop one of the most advanced networking, word-processing, research, and photo-journalism capabilities in the country. In return, the computer manufacturer has gained invaluable insight into the newspaper industry by using Missouri as a test site.

The university, too, has invested in the changes in the journalism school. It spent nearly \$500,000 to remodel the newsroom and classrooms to accommodate the computers. The main journalism building, which was built in 1919, had ceilings and walls that were as thick as 1½ feet, making wiring difficult. With a matching contribution from the Knight Foundation, the university plans to complete a \$5-million building for the school within the next few years.

"What empowers people in soci-

"Technology may make things niftier and faster, but it should not change the very basics of what we need to teach."

ety today is information," says Brian Brooks, an associate professor of journalism. "We would be neglecting a huge part of the industry we are training our students for if we didn't teach them how to use computers as an tool for information gathering and analysis."

Indeed, computers have become an integral part of the curriculum. Students in all but three of the school's 20 advertising courses, for example, use computers as more than just word processors, says Gail Baker Woods, who heads the advertising department.

"There has been a total revamp of our curriculum from five years ago, when our classroom laboratories were only stocked with typewriters," she says. "We have to move at this pace to keep up with industry."

Some faculty members, however, question the need to keep abreast of every technological turn.

'More and More Machines'

"Students have to spend so much time learning how to use sophisticated equipment that they tend to lose sight of the importance of the message they are ultimately using the equipment for," says Rod Gelatt, chairman of the broadcasting department, which helps operate the school's NBC television affiliate in Columbia.

Don Ranly, head of the magazine department, shares Mr. Gelatt's concerns. While both professors say they appreciate the importance of teaching students to use computers, they also say they are bothered

by the cost of buying and operating elaborate systems and by the emphasis on technology in the classroom.

"It seems we're raising and spending money on more and more machines, when resources could be directed toward attracting more and better teachers to the school—people with thinking and analytical skills, rather than technical skills," Mr. Ranly says. "The danger we face in the race to be the school with the most toys is that we may be turning out just a bunch of button pushers."

'Biases and Problems'

Betty Houchin Winfield, who teaches the history of journalism, says higher-education institutions should expect to encounter some skepticism and glitches as they attempt to integrate computers into their curricula.

"There are biases and problems with any new technology," she says. "Not everyone sees the need for more and more bells and whistles. Not everyone is literate in the new ways, and not everyone agrees on how much emphasis there ought to be on technology in the classroom."

In addition, some academics are wary of close ties with corporations, says Ms. Winfield. "I think most people see the IBM partnership as a blessing because we know we couldn't afford all this on our own," she says. "But there are always those who wonder if he who pays the piper calls the tune."

Ms. Winfield says she doesn't believe the institution's relationship with IBM has infringed on research. Also, she notes, the relationship is not exclusive. Missouri has received hardware and software from other companies, too.

According to IBM officials, the company is on the campus simply to observe how the university uses the technology.

"They are calling the shots as to how the computers and programs are used," says Jeff Leonard, an IBM systems engineer who visits the journalism school almost every afternoon. "For us, this is a working laboratory. We learn from how they apply the technology to their work."

On this day, Mr. Leonard is attending a reception to celebrate the renewal of the agreement with the university. Professors, administrators, and IBM officials speak about possibilities for the coming years and about plans to provide 200 new computers by the summer.

With those machines, the journalism school will become one of several test sites for an improved version of the original operating system used for the newsroom project. With it, the company says, students should be able to write a story, read a wire story, watch television, and have their copy edited all on the same screen at the same time.

"There's definitely been some culture shock here because we are changing so much and so fast," says Brian Brooks, who has been walking around the reception room like a proud new father. "But we are doing it within the mission of the school—to teach our students to be competent, thoughtful professionals in their field."

Information Technology

Information Technology

Professor Helps Journalists Use Computer Data Bases in Reporting

COLUMBIA, MO.

A worker in an Ohio company is killed in an accident on the job. Reporters who are writing a story on the incident for the local newspaper want to find out whether the company has a history of accidents or safety violations. They want the information fast, and they know that the federal government has conducted more than two million health and safety inspections over the last 20 years.

The reporters call the journalism school at the University of Missouri at Columbia. Here they reach the Missouri Institute for Computer-Assisted Reporting, headed by Elliot G. Jaspin, a former reporter who won a Pulitzer Prize in 1979 for an article he wrote on the involvement of the labor leader Jimmy Hoffa in the bankruptcy of a Pennsylvania coal company. Mr. Jaspin is now an assistant professor of journalism.

In its growing electronic library of state- and federal-government files, the institute has a data base from the Occupational Safety and Health Administration that contains records of 1.8 million health and safety inspections in every U.S. state and territory from 1972 to 1990.

To respond to the reporters' request, Mr. Jaspin loads a machine with a computer tape containing OSHA's records on inspections in Ohio. By tapping a few computer keys, he calls up a software program he wrote to download the information on the tape to his personal computer. With a few more taps, he tells the computer to scan the records for any containing the name of the company where the accident occurred. He hits the command to begin and the tape starts spinning.

'Isn't This Great Stuff?'

In less than half an hour, the scan of 250,000 records is complete, and Mr. Jaspin has found 85 that include the company name he was looking for and all the information about OSHA inspections there. "Isn't this great stuff?" Mr. Jaspin asks.

Computer-assisted reporting, which has taken off in the last few years with the increased availability of inexpensive and powerful machines, has indeed been hailed as "great stuff."

From death certificates to campaign contributions to airline-safety records, state and federal governments are storing more and more information on electronic tape. For a reporter with a computer, the right software, and the know-how, a roomful of documents can be "read" in minutes.

The Missouri Institute, which is staffed by students trained by Mr. Jaspin, not only does research and analysis for newspapers, but also trains working journalists in how to obtain government tapes and analyze them on their own computers.

Mr. Jaspin teaches a class in computer-assisted reporting—one of only a handful in the country's more than 400 journalism schools. While the idea of computer-assisted reporting is not new, today's

techniques and technologies have revolutionized it. Reporters who once reserved computer research for long-range projects are beginning to use it in their daily reporting.

According to *The Washington Journalism Review*, one of the first major computer projects was done in the early 1970's by two reporters at *The Philadelphia Inquirer* who gathered more than 100,000 pieces of information about criminal-court cases in the city. They entered the data on IBM punch cards for computer analysis. Their analysis uncovered gross discrimination and disparity in the treatment of defendants in the city's criminal courts and led to a series of articles called "Crime and Injustice."

Ground-Breaking Projects

Since then, many ground-breaking projects have moved the technology along.

Howard Lerner, a graduate student in journalism at Missouri, is taking Mr. Jaspin's computer-assisted reporting class. He sits in front of a computer doing an exercise with a classmate, Lisa Kremer. As the two wait for the computer to sift through a tape from the Federal Election Commission, searching for campaign contributors who give exactly \$5,000 to a candidate, he talks about the importance of this kind of work.

"Most students leaving this school will be comfortable using a computer as a word processor at the very least, and that may be enough for right now," Mr. Lerner says. "But everything is moving rapidly, and being able to use a computer more completely will soon be necessary."

Mr. Jaspin and others in the news business recognize the potential for problems in computer-assisted reporting. Mr. Jaspin says reporters must be careful not to neglect the human-interest side of a story that may be loaded with numbers and statistics. He also notes that computers may make mistakes and, whenever possible, data should be checked against paper records.

Getting hold of some computer records is also a problem, as government agencies are now being asked for information heretofore inaccessible or too unwieldy to transfer.

Mr. Jaspin himself has come across some roadblocks. Last month, for example, he and a research assistant at the institute sued the Missouri Department of Corrections in state court, claiming the department had failed to comply with a state law that requires state agencies to open records to the public. The department said that some of the information about the population of state prisons on the requested tapes contained confidential personal records and would not be sent to outside researchers.

"We are all beginning to cover a lot of new ground with computer-assisted reporting, and everyone is learning as we go," Mr. Jaspin says. "And we are sure going fast."

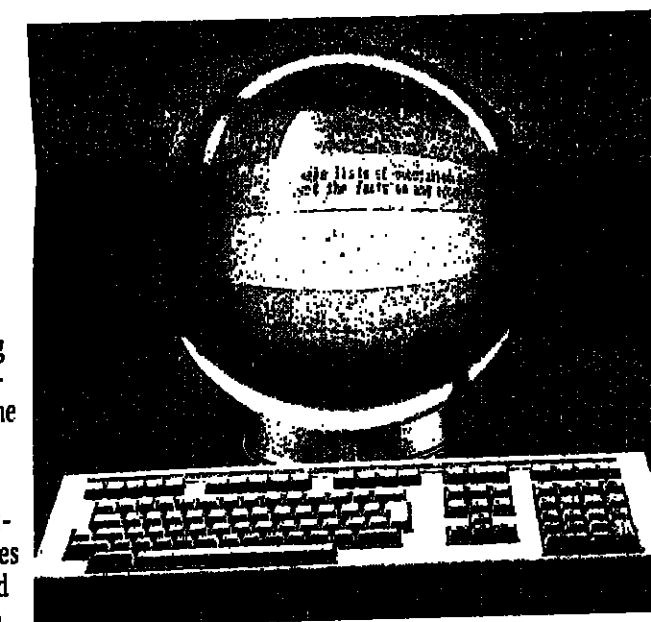
—DEBRA E. BLUM



Elliot G. Jaspin of U. of Missouri's Journalism school: "We are all beginning to cover a lot of new ground with computer-assisted reporting, and everyone is learning as we go."

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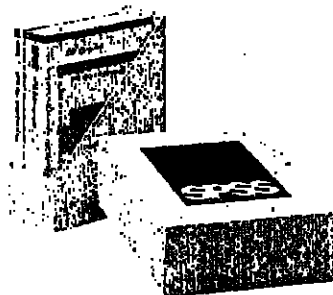
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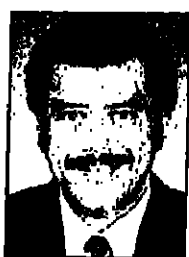
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The Learning Society:
You Have Now Entered My MindBy Bernard R. Gillford, Ph.D.
Apple Computer, Inc.

Kids don't need computers to invent stories. The bed ridden child in Robert Louis Stevenson's famous poem is happy through the day deploying toy soldiers on maneuvers among the bedclothes. There is no keyboard in the land of Counterpane.

So what impressed me about Paul Kaiser's work with learning disabled students at the Lab School of Washington—the subject of my last column—is not the fact that he uses the computer as a story-making tool. It's that he uses it in exactly the right way, at exactly the right time.

"Many of my students don't think in the verbal and linear fashion most school curricula address," Paul told me. "Instead, they think more concretely and more associatively, often requiring physical objects and visual images to explore and express their ideas."

That's why his kids spend so much time working with miniature figures and props on tabletops or sand trays before they ever switch on the Macintosh. "This spatial framework especially helps those with language problems; it also compels the attention even of those with attention deficits," explains Paul.

The challenge, as he sees it, is to help his students move gradually from the concrete world of the tabletop to the abstract world of text. They are already comfortable handling physical objects; he wants to help them make the leap to handling mental objects.

That's where the computer comes in. "Building interactive stories has provided a crucial middle step between the concrete world of story miniatures and the abstract world of pure text," he says. Using a digital video camera, Paul helps them transfer the scenes they construct on a tabletop or in the sand tray onto the computer screen. The kids become authors of multimedia books. In the process, they must make hundreds of decisions about timing and sequencing, about point of view, and about scale.

As Paul explains, the story elements shift "from little figures in their hands, to images and sequences on their computer screen, to perceptions and ideas in their minds."

As the kids become more proficient, they find ingenious ways to transform their tabletop worlds into complex multimedia stories. They combine photos of their three-dimensional scenes with their own drawings, with pictures of themselves or their surroundings, and with clip-art images that they cut and paste right on the screen. A miniature plastic horseman gallops through a forest of clip-art trees. A rubber alligator crawls past a hand-drawn Egyptian pyramid. A toy truck parks next to the author, as he stands on a real street outside his real school.

"In each case," says Paul, "the transformation of the scene from miniature to screen has involved a radical shift of scale, giving each scene a greater dramatic immediacy."

Adding words is a critical step. This part of the process also begins before the computer is switched on. Once his students' tabletop stories begin to solidify, Paul asks them to set up their miniatures by describing in words exactly where every prop goes—without manipulating the props or pointing to them.

"This introduces the children to the more formal language of writing," says Paul. "In writing, there is no listener present to prompt one with questions or to share a frame of reference; the writer must spell everything out in order to convey his or her message."

In the final projects, oral explanations may become captions. Captions may be elevated to chapter titles, taking on tremendous expressive power. Eleven-year-old Nicole Maisel showed me *The Big Flash of Nothing*, her electronic novel about a boy who is struck by lightning and wonders what will happen to his life. I marveled at her chapter headings: "Timmy's Lifetime Support," "Timmy Improves," "Timmy Agrees to Try," "Timmy Has a Life of his Own," "Timmy—Free at Last."

Combining images, sounds, and words, Paul's kids find all kinds of ways to express their inner worlds. Sometimes they pull us right into those worlds.

"You have now entered my mind," announces the narrator of a remarkable electronic work called *Mark's Mind*, as an opening in a mountain top stuns shut behind you. "You may find this maze confusing because my mind is confusing."

Mark's Mind began as a series of doodles that Mark sketched to show the difficulties he faced when trying to write. "Paul told me as I worked my way through this interactive book—an elaborate maze of corridors, rooms, and surrealistic landscapes. 'He takes you on a journey into the metaphorical spaces of his brain.'"

Once inside Mark's mind, you can uncover letters he has left for you there. Sometimes messages from Mark pop up. In one room, a snake chases its tail around a pillar. The pillar stuns up and down between the ceiling and the floor. "As you can see," Mark's message informs us, "my ideas sometimes don't like each other. This one doesn't like itself." Then he adds an extraordinary aside: "I hope you find the snake confusing so you will have an idea of how I feel."

I have my own message for Mark and his friends at the Lab School of Washington: I hope you will be excited and moved by my story about the work you are doing, so you will have an idea of how I feel.

ETS to Offer Computer Version
of the Graduate Record Exam

Continued From Page A19

will provide a number of benefits for students, says Anthony C. Barnard, dean of the graduate school at the University of Alabama at Birmingham and immediate past president of the Graduate Record Examinations Board.

"Taking the Graduate Record Examination has not been all that happy an experience," he says. Now, instead of joining large crowds in big halls, "students can make an appointment, choose a convenient time, and have a nice chair and only half a dozen people interacting with the computer."

With the computer test, says Mr. Barnard, "students will get an immediate report of their scores. That is important for students."

Down the line, offering the exam on computer could help graduate schools obtain better evidence of students' academic abilities, Mr. Barnard says. "Because the GRE is a multiple-choice test, all students have to do now is recognize the right answer among four or five choices," he says. He predicts that if the exam took less time to complete, as it will on the computer, students might have time to compose an essay to demonstrate their writing skills or complete another project that could be evaluated.

Not everyone likes the idea of the graduate exam on computer. Ms. Schuman sees the cost of the computer exam as a stumbling block for students. "The price of the test—\$90 vs. today's \$45—will be another barrier for some students, especially students who want to take the test twice," she says.

"We are concerned about the impact on people and their access to higher education," says Cynthia H. Schuman, executive director of the National Center for Fair and Open Testing, a non-profit organization critical of standardized testing. "Not every classroom in the country has computers in it. Computer testing could compound the difficulties for students, given that computer skills will be an important part of test skills."

Concern Over Cost

Ms. Schuman sees the cost of the computer exam as a stumbling block for students. "The price of the test—\$90 vs. today's \$45—will be another barrier for some students, especially students who want to take the test twice," she says.

Although financial aid may be available, says Ms. Schuman, not everyone knows about it. "I am concerned that lower- and even middle-income people won't be able to afford the test on top of all the other expenses of going to school."

The Educational Testing Service expects the computer GRE to pave the way for electronic versions of other standardized tests.

By next fall, says Gregory R. Anrig, the ETS president, the organization expects to announce a

computer version of the College Board's College Level Examination Program, which is now undergoing pilot testing. The ETS will make available a new computer-based examination for beginning teachers in academic 1993-94, he says, and a computer-based professional-certification exam for architects by the mid-1990's.

The College Board, which already uses computerized placement tests for basic skills, is thinking seriously about a computer-based version of the Scholastic Aptitude Test, which is taken annually by 1.8 million high-school seniors.

The American College Testing program, which gives tests annually to 1.3 million high-school seniors, has no plans yet to offer the ACT on computer, according to a spokesman.

The computer-based GRE is being introduced in two stages because, Mr. Barnard says, "it's too big a step to go immediately to adaptive testing."

Adaptive testing uses a sophisticated technique called "branching," in which the computer leads the student to groups of questions organized by level of difficulty. This way, students don't waste time on questions that are too hard or too easy.

Because students can establish their proficiency levels with fewer responses, they can complete the exam in about half the time required by the paper version.

—BEVERLY T. WATKINS

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Botany. "Plant Point, Version 2.0," for Apple Macintosh. Includes 72 graphic templates for creating overhead transparencies for botany classes; \$35; quantity discounts available. Contact: Intellimation, Department GAGP, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Chemistry. "Protein Purification," for Apple Macintosh or IBM PC and compatibles. Teaches practical laboratory procedures and strategies of protein purification through simulating different techniques, including gel filtration, isoelectric focusing, two-dimensional gel electrophoresis, and heat denaturation; \$130 for IBM; \$150 for Macintosh; site licenses available. Contact: Electronic Publishing, Oxford University Press, 200 Madison Avenue, New York 10016; (212) 679-7300, ext. 7370.

Data management. "The College Relations Solution," for Apple Macintosh. Includes three database programs for publications and public-relations professionals; the publications database manages production of printed materials; the mailing-list database prints mailing labels; the media database provides access to print and broadcast outlets; \$300. Contact: Desktop Solutions, 4315 Valley Green Mall, No. 191, Efters, Pa. 17119-0189; (717) 938-4270.

Environmental science. "Save the Planet 1992," for Apple Macintosh or IBM PC and compatibles. Uses charts, graphics, maps, tables, and text to inform users about global environmental issues, including atmospheric chemistry, forest destruction, fossil-fuel combustion, ozone, population increase, and more; includes information on environmental legislation and a bibliography with 300 references; \$24.95. Contact: Save the Planet Software, Box 45, Pitkin, Colo. 81241; (303) 641-5033.

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Literature. "Shakespeare: Complete Works," for IBM PC and compatibles. Contains the Oxford University Press edition of *William Shakespeare: The Complete Works* with modern spellings, edited by Stanley Wells and Gary Taylor; text can be interpreted and analyzed by the Oxford Concordance Program, which lets users compile word lists, indexes, and concordances of any work; \$150; site licenses available. Contact: Electronic Publishing, Oxford University Press, 200 Madison Avenue, New York 10016; (212) 679-7300, ext. 7370.

Mathematics. "TK Solver, Release 2.0," for IBM PC and compatibles. Lets users solve problems involving matrix handling, curve fitting, integration, and differential equations, and create reports; organizes variables, rules, tables, and plots into sheets; \$95. Contact: Universal Technical Systems Inc., 1220 Rock Street, Rockford, Ill. 61101; (800) 435-7887 or (815) 963-2220.

Mathematics. "Laplace, Version 3.0," for IBM PC and compatibles. Lets users simulate physical systems by numerical inversion of the Laplace transforms of differential equations; \$129. Contact: MicroMath Scientific Software, Box 21550, Salt Lake City 84121; (800) 942-6284 or (801) 943-0290.

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Philosophy. "Hume: Nature and Enquiries," for Apple Macintosh or IBM PC and compatibles. Contains text in ASCII format for *Treatise of Human Nature*, *Second Edition* and *Enquiries*

Concerning Human Understanding and Concerning the Principles of Morals, Third Edition by David Hume, the 18th-century Scottish philosopher and historian; \$95; site licenses available. Contact: Electronic Publishing, Oxford University Press, 200 Madison Avenue, New York 10016; (212) 679-7300, ext. 7370.

Physics. "Chaos Demonstrations, Version 2.0," for IBM PC and compatibles. Includes 22 demonstrations of chaotic events found in nature, including 13 three-dimensional animations that users follow with red and blue 3-D gloves; includes five one-dimensional maps for sine, sine-square, cubic, tent, and shift maps, as well as eight deterministic fractals, including devil's staircase, Von Koch island, and a fractal tree; \$69.95. Contact: Academic Software Library, Campus Box 8202, North Carolina State University, Raleigh, N.C. 27695-8202; (800) 955-8275 or (919) 315-7447.

Utilities. "Zap-A-Graph," for Apple Macintosh. Lets user transform any relation, take the Nth derivative of any function, and compose any two func-

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Writing. "SameNameGame," for Apple Macintosh. Requires "HyperCard." Game helps students learn homophones, pairs of words with the same pronunciation but different spelling and meaning; includes 600 examples; \$29; quantity discounts available. Contact: Intellimation, Department GAGP, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

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Chemistry. "Cosmic Chemistry, Sides 7-8," for videodisk players used with Apple Macintosh. The final disk in a series introduces students to basic chemical principles, processes, and concepts; uses images, graphics, film, and animation to investigate the chemistry of consumer products, such as toothpaste and cosmetics; \$195 for Sides 7-8; \$1495 for Sides 1-6 for information on Sides 1-6, see *The Chronicle*, October 16, 1991. Contact: Optical Data Corporation, 30 Technology Drive, Warren, N.J. 07059; (800) 248-8478 or (908) 668-0022.

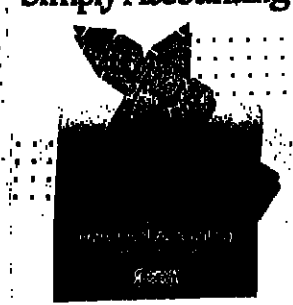
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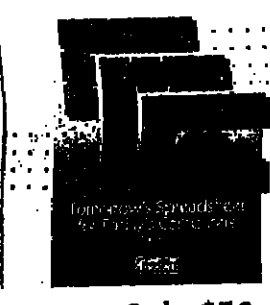
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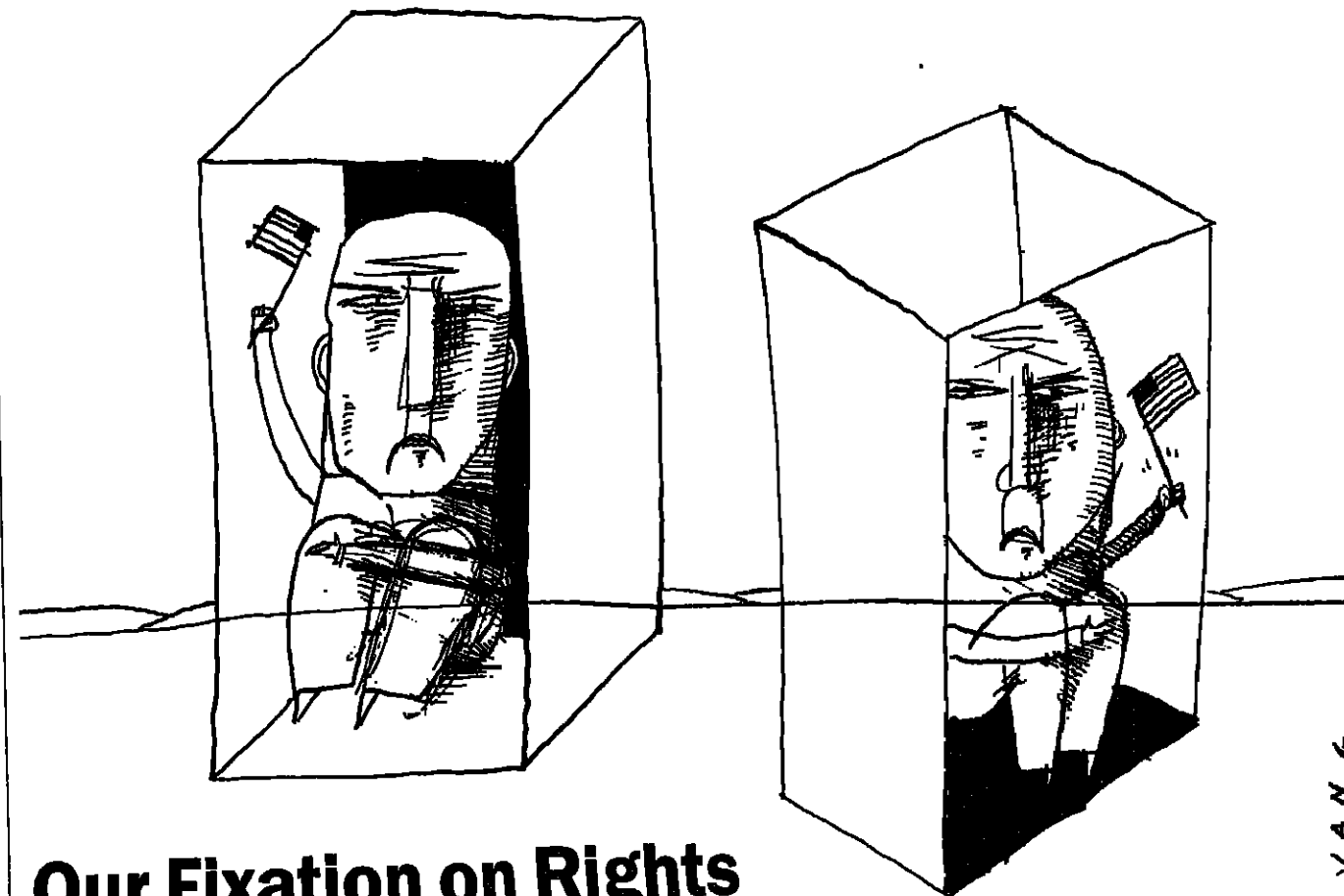
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THE CHRONICLE OF HIGHER EDUCATION

Section 2

April 1, 1992

Our Fixation on Rights
Is Dysfunctional and Deranged

By David Schuman

EVERYONE surely knows that last year
marked the bicentennial of the Bill
of Rights. While this anniversary
did not provoke the same paroxysm of pa-
triotism occasioned by the bicentennial of
the Constitution in 1987, it nonetheless
triggered a remarkable outpouring of self-
congratulations—at the same time, ironically,
as the United States Supreme Court
was continuing its crusade to limit the
reach of the Bill of Rights.

It therefore would seem appropriate for
me to join the chorus of people genuflect-
ing before the first 10 amendments to the
Constitution and to castigate Bill Rehn-
quist and the Supremes for their betrayal
of our political heritage. Instead, I would
like to suggest that our veneration of rights
needs serious qualification. The problem is
not that our individual rights are too few
and too weak, as the left would argue, or
too many and too powerful, as conserva-
tives would have us believe, but rather that
our national fixation on rights and our na-
tional conception of them—fixations and
conceptions that know no partisan affilia-
tions—are dysfunctional and deranged.

Two examples from the Bill of Rights
demonstrate both the partisan neutrality of
our current conception of rights and why
that conception fosters social and political
pathology. The First Amendment, beloved
of the left, guarantees us that our govern-
ment "shall make no law . . . abridging the
freedom of speech or of the press." The
Second Amendment, conveniently de-em-
phasized by left-leaning American Civil
Liberties Union types like me, promises
that government will "not . . . infringe"
our ability "to keep and bear arms."

Each of these rights evokes a range of
images in our national consciousness. The

Scholars should examine
a communitarian alternative
to liberal individualism

First Amendment brings to mind the def-
iant and outspoken critic of oppression; the
proponent of such unpopular causes as
communism, fascism, and racism; or the
practitioner of such unpopular activities as
publishing pornography and flag-burning.
The Second Amendment reminds us of the
isolated pioneer homesteader defending
his humble cabin from beast and savage;
the modern urban family whose lack of
faith in the police drives it to prepare to
protect itself; or the contemporary sur-
vivalist arming her bomb shelter.

What these historically and politically
diverse images share is a sense of isolation:
They present individuals who perceive
themselves not only as set off from their
community, but also as opposed to it or
needing protection from it. For these fig-
ures, the assertion of a right erects the bar-
rier keeping others away. This conception
of rights is part of the political theory of
liberal individualism. This theory—deriv-
ing from, among others, John Locke,
Adam Smith, and John Stuart Mill—until
only recently enjoyed a hegemony so total
that it was regarded not as a theory at all,
but as a fact.

Liberal individualists believe that the
basic unit of society is the rational, self-
interested person. Self-interest sometimes
dictates that an individual, to acquire some

benefits necessary for survival, give up a
certain amount of freedom and autonomy
by joining groups of people pursuing simi-
lar ends. Thus, just as the mythical "man
who lives in a state of nature" sacrifices
perfect freedom and joins civil society to
gain the protection inherent in large num-
bers, so a business owner or worker will
sacrifice independence to gain the bargain-
ing power of a trade association or a labor
union.

Politics, in this vision, is a type of free-
market process through which individuals
or interest groups pursue their preferences
by bargaining, accommodation, and ma-
nipulation. People come to politics not to
engage in a dialogue aimed at discovering
the truth, but as a means to some private
end. For the most part, any outcome of the
political process is equally legitimate:
Whatever emerges from the free and fair
clash of competing proposals is Good.

HOWEVER, because the basic unit of
this political theory is emphatically
the individual, there is one con-
straint on the results of the political pro-
cess: Results are legitimate only if they re-
spect each individual's dignity and auton-
omy. Hence rights: In our constitutional
law, a right is an individual privilege that is
beyond the ability of government or one's
fellow citizens to extinguish.

As one strand of thinkers from Aristotle
to Rousseau to Marx has noted, a people
obsessed with individual rights will suffer a
predictable pathology. Because a right
comes into play only when an individual
asserts it and thus assumes a pugnacious
stance toward fellow citizens, a politics
grounded in rights will be a politics of sepa-
ration, exclusion, and alienation. The

Continued on Following Page

OPINION

A Communitarian Alternative to Liberal Individualism

Continued From Preceding Page
prime objective will not be to find common ground—but to impose your will on others. As the 19th-century French thinker Alexis de Tocqueville noted, this attitude "saps the virtues of public life," reducing it to little more than an adversarial market transaction.

As if this weren't bad enough, the dynamic governing public life extends into private life. Statistics on divorce and other forms of intra-family litigation belie the claim that we can be open, cooperative, and virtuous at home and predisposed to "assert our rights" only when we venture into the workplace, the marketplace, and the polling place. Today, husbands and wives, parents and children define their relationships to one another not in terms of obligation and interdependence, but in terms of pre-nuptial contracts, parental rights statutes, and other legally recognized adversarial claims. In short, our veneration of rights as the instruments of individual autonomy reinforces our tendency to see other people as potential oppressors and threats. This in turn makes our public life into a battlefield and nurtures an attitude of distrust and emotional fortification in our personal lives.

The remedy for this situation is not to eliminate rights but to put them into a more congenial context. Within the past two or three decades, and with increasing frequency during the 1980's, historians, political theorists, and legal scholars have rediscovered and begun rebuilding an alternative to liberal individualism, a counter-theory that they argue offers a less cynical and corrosive account of human nature and politics. The starting point of this counter-theory—sometimes labeled communitarianism, sometimes going by its 18th-century title of civic republican theory—is a conception of human nature grounded in Aristotle, who says in the *Politics* that humans by nature are not self-contained, but are "polis dwelling" animals. Thus, communities create individuals, individuals don't create communities. As neither the contemporary left nor right recognizes, the community situates us and binds us together in a web of support and obligation, providing us identities and different roles. In doing so, it makes it possible for us to be human animals. The community is not a necessary evil where individuals join forces for their own convenience; rather, it is the institution through which talking animals become human beings.

POLITICS, in this vision, is the shared quest for a common definition of the good life. Participation in the public life of the community, through the search for common ground, is not a chore or a burden; it is the activity in and through which people become citizens—which is to say, through which they become fully human. Politics does not constrain freedom, but facilitates it by providing the arena in which a person might carry on the activities that make government consensual, that allow for participatory self-government instead of tyranny.

In such a polity, rights play a different, smaller, but nonetheless essential, role. Some serve as the background against which public deliberation takes place or the safety net beneath it, serving to call a majority back to some fundamental principle when that majority is caught up in an aberrational or excessively zealous campaign—such as an "anti-communist crusade" or a "war on drugs"—that trammels

individual rights. Or they guard the purity of the political process itself. Equal protection, for example, the precept behind the "one person, one vote" rule, guarantees that nobody is denied full and equal right to give or withhold consent at the ballot box.

This conception of rights, I suggest, is hardly radical. In fact it is closer to the original understanding of the Founders of this country than is the contemporary conception shared by mainstream liberals and conservatives. The Framers, we must recall, did not include a Bill of Rights in the

Constitution. Their Constitution was a blueprint for government, an organizational chart telling different branches and levels what their powers were. Its concern was not inhibiting governmental authority over individuals, but authorizing and distributing it.

One reason for this focus was the Founders' belief that a well-constructed democratic government would consist of virtuous representatives of the people themselves, thus obviating any need for limitations on government power. And when under pressure from the anti-Federalists, who feared centralized government, the new nation adopted a Bill of Rights, its amendments had a different meaning from that which we give them today. The words are the same, but the accent marks, the

political truth; . . . that the greatest menace to freedom is an inert people; that public discussion is a political duty; and that this should be a fundamental principle of the American government. . . . Believing in the power of reason as applied through public discussion, they eschewed silence covered by law.

In other words, the Framers conceived the First Amendment to facilitate, among other things, a broadly based and inclusive public discourse. While the free-speech guarantee did serve to protect unpopular views, those views had value not merely because they were a part of some individual's self-fulfillment or self-expression; rather, they were important because they contributed to the vitality and legitimacy of the community's public life.

OPINION

Nor was the right to bear arms designed for the benefit of the lone woodsman or his contemporary counterparts in the National Rifle Association who somehow believe that the Second Amendment embodies an absolute right to hunt, collect guns, or shoot intruders. The full text of the amendment makes its purpose manifest: "A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed." The term "militia" had a precise meaning for the Framers: a trained army of free citizens, available for call-up in emergencies. Partaking of a tradition tracing its origins to Renaissance political theorists, the Framers valued arms not for the protection they offered individuals from their fellow citizens, but as a necessary tool to protect the citizenry as a whole from attack.

THE FRAMERS, then, never envisioned a rights-centered state. Unlike us, they recognized the paradox inherent in the idea of a republic built on the foundation of individual rights. The Founders therefore stand as no impediment to a modern reconsideration of the role that rights play in our political life. What does stand as an impediment is the entrenched belief that the theory of civic republicanism—with its revised conception of rights, individual liberty, and community—has no contemporary relevance or utility beyond serving as a comforting fable for our irretrievably fragmented and adversarial era.

Scholars must question this dismissive attitude, subject the possibilities of civic republicanism to critical scrutiny, and formulate proposals and strategies for putting the theory into practice and really testing its usefulness.

David Schuman is an associate professor in the University of Oregon School of Law and the Wallace J. Knappe Faculty Fellow.

MÉLANGE

Wanted: Mystery Writer for an Academic Whodunit; the Intellectual Staying Power of the American Left

AS FAR AS I KNOW, no one has ever written an academic mystery story, of the genre of *Gaudy Night* by Dorothy Sayers, bearing the title *Honoris Causa*, but I have often thought that somebody should write one. . . . For the 24 hours or so surrounding the conferral of honorary degrees at a university provide . . . the makings of a first-rate murder story: a group of scholars from various disciplines and places . . . suddenly brought together to become instant classmates—wined and dined and doctored (in at least one sense of that equivocal word), until one of them is discovered, "quite dead" as the mystery writers like to say, crushed to death because someone has tampered with the switch of the electronic movable stacks in the university library containing the complete set of the tomes of *Prisciae Latinitatis Monumenta Epigraphica* together with the *Corpus Inscriptionum Latinarum*.

There is a fascinating list of other than the usual suspects—librarians, archivists, paleographers, editors, professors of all ranks (and some ranker than others), with a few deans, provosts, and presidents thrown in. So whodunit? A

scholar who had been working for 20 years on a *magnum opus*, only to be scooped by Professor X? The author of a book that X dismembered in a review for the *Times Literary Supplement* (now that these reviews are being signed)? Someone whom he beat out for chairman—or, more likely, someone whom he arranged to get appointed as chairman? A disgruntled former graduate student? A former lover or would-be lover? . . . The possibilities are almost infinite; for after all, as both Woodrow Wilson and Henry Kissinger observed after going on from the Academy to other kinds of political notoriety, the reason academic feuds are so bitter is that the stakes are so small.

Jaroslav Pelikan, professor of history at Yale University, in a speech at the University of Chicago's centennial dinner

WHAT IS STRIKING about the Academic Left is its persistence despite historical developments and political realities. The intellectual staying power of the Left in the United States is matched by that in only one other Euro-

pean country, England, where Marxism retains some hold on the academic mind. Curiously, where Communist parties have traditionally been strong, as in France and Italy, Marxism fell on hard times in the eighties, but where Communism as a political force has been weak, as in England and the United States, Marxism as an ideology survives with some strength in the cloistered world of the academy. Perhaps this disparity only highlights the insights of Max Weber about the demise of movements and the inevitability of institutions. As an intellectual movement promoting itself in protests and publications, the Left had to compete on the open market; as an academic phenomenon presiding over a university, the tenured Left has less need to compete to survive, and it now has an ally in bureaucracy and its drive to expand. If Wall Street depends upon capital accumulation, the Academic Left depends upon cohort accumulation.

*John Patrick Diggins, professor of history at the City University of New York's Graduate Center, in *The Rise and Fall of the American Left*, published by W. W. Norton*

OPINION

LETTERS TO THE EDITOR

The Arts Endowment and Freedom of Expression

TO THE EDITOR:

You have to wonder about the depth of Leonard Garment's commitment to the arts ("Financing Private Art With Public Money: Troubled Truce Ends," Opinion, March 11), not to mention the First Amendment, when he proudly reveals that as an official in the Nixon White House he personally intimidated the director of the American Film Institute into canceling a benefit premiere of Costa Gavras's *State of Siege* because of its political message. If Garment really thinks that "the original idea of the arts endowment" was "the preservation and dissemination of time-tested art treasures—from Michelangelo and Mozart to Beethoven and Ellington," not "contemporary art still in the aesthetic laboratory," he has never read, or has long forgotten, the true mission of the National Endowment for the Arts.

In 1965, in creating the NEA, Congress declared that because "the practice of art" requires "constant dedication and devotion," it is "necessary and appropriate for the federal government to help create and sustain not only a climate encouraging freedom of thought, imagination, and inquiry, but also the material conditions facilitating the release of this creative talent." So much for Garment's disdain for the "aesthetic laboratory."

Congress also rejected Garment's notion that the NEA should limit its support to "time-tested art treasures." Instead, Congress emphasized that "no undue preference should be given to any particular style or school of thought or expression," and that "conformity for its own sake is not to be encouraged."

Talk of abolishing the NEA, to placate Sen. Jesse Helms and Pat Buchanan, rewards these reactionaries for their efforts to muzzle free expression and undermine the arts. Instead, scholars, artists, and citizens should demand full funding for the NEA, free of content restrictions and politically imposed orthodoxy.

STEPHEN F. ROHRF
Constitutional Lawyer
Rohde & Victrolé
Los Angeles

TO THE EDITOR:

As someone who is both an artist and an arts administrator, I found

Leonard Garment's opinion piece both enlightening and maddening. Mr. Garment sums up, very succinctly, exactly what is wrong with the arts endowment.

Speaking as one who was there at its creation, he is kind enough to let us know that it was established to dole out, in the good old-fashioned way, patronage. Here, then, is the artist's (and the museum curator's, stage and film director's, and literary magazine publisher's) dilemma: We may choose between outright cen-



sorship—certain themes, language, and/or portrayals are taboo—or placate ourselves with the gentleman's agreement hammered out by Garment, Michael Straight, and Nancy Hanks. . . . Not only are we granted this unpalatable choice, but we are called elitists by those who would patronize us.

Those of us who are artists and who work in the arts are dedicated professionals, mostly with years of experience. For the past three years a propaganda mill has been churning away, deriding artists and all who support the arts. Mr. Garment echoes the manufactured pretext that there is a battle between artists and taxpayers. I've become very tired of pointing out the obvious, that artists are taxpayers. What makes this fiction reprehensible is that the arts are held to a standard higher than any other government program, and artists (who reap a rather small share of the NEA's largesse) are accused of be-

ing less than full citizens whenever a complaint is made.

John Frohnmayer, I think, came to see this hypocrisy for what it is. The only comfort that seasoned advisers, like Mr. Garment, could propose is that the chairman recognize his duty as censor and act on it. Mr. Frohnmayer, to his credit, saw a higher duty.

Why is Garment's argument wrong? Why shouldn't the chairman, when presented with a group of "offensive" applicants, simply veto them so that wholesome art can continue to flow? The answer lies in the process that the NEA follows in considering and making grants. And Mr. Garment should know that by ignoring that process he is being disingenuous.

The NEA cannot and does not go out and select applicants—it is a government program to which any artist or arts organization can apply. Each application is measured against competing proposals and standards set by a national review panel. To review applications the NEA assembles knowledgeable citizens and recognized experts in each field, and from all parts of the country. They are asked to use their collective expertise to determine the most deserving applicants in that year. These selections are then reviewed by the National Council for the Arts, a body of Presidential appointees, which may recommend for or against any individual grant.

Mr. Garment takes great liberties with this carefully constructed process when he describes it thus: "Last fall, when the endowment's advisory council recommended that some of the same avant-garde performance artists who had conspicuously angered endowment critics be given grants for more projects, Mr. Frohnmayer would not overrule the council."

In other words, according to Garment's reasoning, the fact that these artists applied and were selected by the two independent levels of review that make up the NEA's regular procedure does not qualify them for funding because they have "angered endowment critics."

The argument is silly. The choice is pretty clear: either a democratic review process, which will always leave a few people offended, or unointment of the privileged few by the privileged few. . . .

Mr. Garment's exhortation to art educators is also bothersome. What lesson is taught when educators "make it clear to their students that there is no such thing as government support without restriction on the work they do"? The implication is that the government is the chief patron of the arts, yet government sponsorship accounts for a minuscule proportion of artists' incomes or arts funding. Similarly, the proportion of controversial grants funded, in small part, by the NEA totals only one five-hundredth of 1 per cent of NEA expenditures.

Should we teach art students to beware of exceeding undefined limits and restrictions to prepare them for the once- or twice-in-a-lifetime chance of government assistance? How does that affect the ability of young artists to think about making art? Is there one art, a limited, narrow one, for the government and another for the private sector?

Or have we skewed national dis-



"DEFINITELY IT WAS AN AMERICAN BOOK BY AN AMERICAN AUTHOR NOW, LET ME SEE . . ."

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ussions of art and social policies by allowing one religious/political viewpoint to shape the debate on arts and art education? **SANFORD HIRSCH**
Artist
Member of the Independent Artists Group
New York City

Faculty workloads and productivity

TO THE EDITOR:

Faculty-productivity issues are quickly becoming the focus of the financial debate in higher education ("Tight Budgets Demand Studies of Faculty Productivity," Opinion, February 19).

The argument, simply put, is that with the current conditions of fast-declining resources we should learn how to do more with less—a concept not foreign to many of us who have worked and experienced higher education at the institutional level. Those in student affairs, for example, have been faced with this issue of "making do" with less than other divisions on the campus for decades. Now the faculty and others whose primary responsibilities are the classroom/instructional division of the campus are beginning to be exposed to this concept as well.

It does make sense to look at faculty productivity, since a majority of an institution's budget is spent on faculty salaries supporting the instructional aspects of the campus. While I agree with this notion, I do not agree with the position put forth by Daniel T. Layzell that institutions should negotiate with state legislatures or "bargain" away their decision-making responsibilities regarding faculty workloads. The identification of faculty workloads for institutions is a decision that should be driven by the institutional mission, not legislative averages.

In a recent study I co-authored (conducted by the National Center for Higher Education Management Systems), the flexibility of setting faculty workloads was of paramount importance to some institutions and of little or no concern to others. The rationale for the difference seemed to be related to the institutional focus or mission and the respective administrators' willingness to allow flexible workload distributions across the campus. If mandatory, statewide averages had existed, the flexibility needed to accommodate institutional differences would not have been an option. Variations that exist on campuses have to be considered. . . .

If we do not want legislators dictating what a statewide, average faculty workload should be, then we ought to be working aggressively at the campus level to curtail this movement or stop it before it begins. I believe the

opportunity is too great here for state legislatures to develop cumbersome time-watching procedures that seek to establish "average" workloads without really understanding or allowing for the needed flexibility within a campus. . . .

Any gained institutional "flexibility" such as Layzell notes would be lost by the state's imposing and monitoring of average faculty productivity levels. State bureaucratic restrictions will multiply and lessen the institutions' decision-making abilities.

CHERYL D. LOVEI
Staff Associate for Research
National Center for Higher Education
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Boulder, Colo.

TO THE EDITOR:

Kudos to Daniel T. Layzell for addressing the touchy subject of faculty productivity. Unfortunately, but probably wisely, he sidestepped the incendiary issue of "relevance." Relevance is not a separate issue from productivity. What is gained by being very productive at an irrelevant (ivory tower) activity? These two issues should be of particular interest to boards and legislatures voting for money to support schools. "Autonomy of public higher education" is more often used as a club to beat off the "relevance" parish than the "faculty productivity" interlopers.

Academia still tends to justify its *modus operandi* using medieval *raison d'être*. This luxury can no longer be afforded! Consider two of the longstanding sacrosanctities: "publish or perish" and "research at any cost."

A significant university expense is incurred by sending faculty to one or more conferences each year where in many cases the majority of the presentations exist only to satisfy the publish-or-perish syndrome and have little relevance to anything truly worthwhile. This publish-or-perish push also partially fills the professional journals with academically contrived nonsense that never would have been thought of or published under a more rational system of rewards based on need and value (relevance). Because of increasing pressure to publish, there has been a proliferation of journals the past 10 years, which keeps libraries bankrupt trying to stay current and complete.

Little university "research" is completely funded by outside sources. The present push to win research grants at any cost indirectly costs the university and state a lot. The desire to have everyone doing research (a must now, to get promoted and tenured) means that the uni-

Continued on Following Page



THE CHRONICLE OF HIGHER EDUCATION

"Broaden the search and find someone who can teach sophomore biology, recruit, coach women's tennis, and raise major gifts."

Letters to the Editor

Continued From Preceding Page
versity, due to faculty release time, has to hire additional "faculty" to handle the teaching load. More research and more faculty mean more, inefficiently used "research" labs and more offices (often causing classrooms) to be converted to these purposes, thus putting pressure on the board or legislature to fund more, costly buildings.

In addition, universities pay out directly and indirectly a lot of money through "matching" money for various reasons—some not too relevant. Universities can go bankrupt by taking advantage of all the enticing matching grants available to them.

Keeping up with the Joneses is another very costly issue. Does every university need a \$1-million wind tunnel, a \$5-million supercomputer, and a \$10-million accelerator? Universities need to find relevant niches and not bankrupt themselves by supporting every whim of the faculty.

Until this mushrooming bicuspid problem (publish or perish and research at any cost and for any purpose) is examined under the critical glass of relevance, it will continue to devour a large chunk of funding and will not effectively and efficiently address the needs of the state, region, and nation.

JAMES A. CHISMAN
Professor of Industrial Engineering
Clemson University
Clemson, S.C.

TO THE EDITOR:

Daniel T. Layzell put his finger on the button. Productivity and downsizing are a thesis of the times. General Motors, the International Business Machines Corporation, United Technologies, as well as states, cities, and counties, are cutting jobs and reinforcing the ranks of the unemployed.

Colleges and universities are also being forced to join the procession. For the first time, there has been an absolute decrease in the number of dollars appropriated by the states for higher education. Over two years 12 states have decreased appropriations and 21 have increased funds less than inflation. Many private colleges and universities are also in financial difficulty not only because of recession but also because of decreasing enrollment, reduced giving, and diminished external support and indirect-cost recovery.

The quality of a large part of higher education is being severely degraded.

Thousands of classes have been eliminated and those remaining are frequently overcrowded. Students are looking at an extended undergraduate career; faculty are becoming demoralized by teaching pressures and lack of pay increases and support. Space problems and deteriorating buildings and equipment contribute to the decline.

We cannot afford the degradation of our national capacity for higher education, including continuing education, advanced professional training, and scientific research. The world has become too complicated and competitive to permit that.

What needs doing to advance productivity in higher education? There are four crucial tasks:

1. Clearly identify "outputs" of teaching, research, and service.

2. Develop measures of the quantity and, especially, the quality of these products.

3. Ascertain the changes in organization, effort, technique, and equipment that will move toward improvement.

4. Provide incentives to encourage opportunistic changes.

It is an intellectual and managerial task worthy of the talent available.

DAVID A. WILSON
Professor of Public Organizations
University of California at Los Angeles
Los Angeles

Plagiarism allegations found to be groundless

TO THE EDITOR:
Carolyn J. Mooney's article "Critical Question: Higher Education's Commitment and Effectiveness in Dealing with Plagiarism" (February 12) reports that the American Historical Association is continuing to investigate charges of plagiarism leveled against Stephen B. Oates. However, it fails to mention the significant fact that Professor Oates's employer, the University of Massachusetts at Amherst, conducted its own investigation and concluded that the allegations against Oates were "groundless." That finding was reported to the American Historical Association on November 8, 1991.

The allegations against Oates arose in November 1990. Since then 22 prominent scholars and his own university have exonerated Oates, but the American Historical Association, in the words of your article, "has not yet delivered its verdict." It would seem to me that the lack of



"Yes Malcolm, it's me. You're looking at the lesser-known Option 3 Track of the university's early-retirement program. Did you say pickles?"

effectiveness in dealing with plagiarism discussed in your article is also a lack of effectiveness in dealing with allegations of plagiarism that can inflict serious damage on a scholar's reputation and career.

ROBERT E. JONES
Chair of Department of History
University of Massachusetts at Amherst
Amherst, Mass.

Full professors deserve their salaries

TO THE EDITOR:
The recent article by Andrew Hacker, "Too Many Full Professors: A Top-Heavy Pyramid" (Opinion, March 4), is undoubtedly one of the worst examples of blatant age discrimination that I've read in a long time. Besides being downright ludicrous and simplistic, it is void of any merit. My first thought was to see if Queens College of the City University of New York would immediately take Professor Hacker up on his advice and reduce his full professor's salary accordingly. If for no other reason than the absurdness of Hacker's "selective research" (if one could even call it research), I feel that his full professor's salary ought to be shared with the newer faculty members of his college, who, according to his views, have all the bright new ideas and approaches. He obviously doesn't have any.

His unsupported assumption that only the new, untenured assistant professors have the bright ideas, the creativity, the knowledge, and the effectiveness that older faculty don't have, because the untenured have an awareness of young people's sensibilities, leaves one to wonder what the experienced full professors have done all their lives. This is pure unmitigated age discrimination. Does Hacker really believe that all full professors, by virtue of age, don't earn their salaries, aren't aware of today's realities, are out of touch with reality, and are all safe and secure in their own financial worlds?

It took me 20 years to get up into the low-60's salary range, but this was done only through merit increases that were based upon superior teaching and scholarly productivity. Most schools do not give such liberal salaries as Hacker claims.

His assumption that schools can't attract young scholars today because of "little money" just doesn't wash. Most schools seeking new assistant professors usually receive hundreds of applications. Competition is tough. Many schools up their salary offers to acquire the best. In fact, if one were to analyze the job opportu-

nities advertised in *The Chronicle of Higher Education* over the last several issues, one would find that over 40 per cent of the job offers were at the associate- to full-professor levels. These institutions that Hacker tells us are having financial problems are the same institutions that are advertising jobs at senior-level starting positions.

Hacker's comment that his solutions are "not starchy-eyed proposals" certainly can't be taken seriously. Show me one school today that isn't more stringent on promotion and tenure. Show me one institution that believes "young is best" and that experience, knowledge, and reputation account for little in a school's reputation. Show me one school where a good number of senior faculty don't wish to retire early. If Hacker is correct that this full-professor boat leaves most colleges with little money to hire or retain younger faculty, then why are so many colleges hiring at higher levels than the starting level?

No, the problem isn't a bloated upper class of high-paid full professors; the problem is with where we place our spending priorities during difficult times as well as prosperous times. Has he looked at administrative costs? Those who subscribe to Hacker's strange logic would only decimate our colleges and universities of their greatest resources. It would be the equivalent of having our best, most experienced teachers in public inner-city schools leave to make way for the new, inexperienced neophytes who know nothing about teaching and who only add to the chaos of the school.

I refuse to go back to the days when the starting salary for an assistant professor was \$10,000. That's where I began in 1968 (less than I was making teaching in a public high school). It's taken me all these years to finally get my salary up into the low 60's, but I'm still unable to afford a house in Los Angeles. This is hardly "financial good fortune," as Hacker would have me believe. Hacker may subscribe to Huey Long's "share the wealth" philosophy, but those of us who have earned these hard-fought rewards and yet continue to be productive teachers and scholars reject this simplistic problem solving. We call it what it really is: age discrimination, pure and simple.

ALFRED LIGHTFOOT
Professor of Education
Loyola Marymount University
Los Angeles

heavy pyramid of full professors. He must not be 50 yet, as he is proposing ideas that I once fantasized about when I was that age. I'm only glad I didn't express them.

I will be 60 my next birthday and the future doesn't look any better for me than it looks for a young professor. In fact a young professor has the positive prospect of working for another 40 years. I don't.

By the way, I have already taken early retirement from another university, presumably making room for two new assistant professors. I have done my good deed. . . . My retirement status will be markedly reduced because I will not have continuous retirement in one system.

The professors who, according to Hacker, are making over \$100,000 face serious medical bills after retirement, which they can presumably pay for and still help the rest of us by paying hefty taxes. It is a regressionary concept to think that good salaries do not contribute to a sound economy.

The real culprits in the financial problems of higher education were the state legislators in the 60's who placed an institution of higher learning in their districts regardless of the costs to the state and its long-term future. Since the occurrence of this phenomenon, we professors have been paying the price in lack of laboratory equipment (NSF and NIH took up the slack), poor upkeep of buildings, neglect of older campuses, and attenuated salary raises in many of the "glory years."

Asking full professors to pay the price, particularly those of us at the lower-paying institutions or who are getting below-average pay, is analogous to asking General Motors to go out of business to give Chrysler a chance.

R. GRANT SEALS
Professor of Food
and Agricultural Sciences
Florida A&M University
Tallahassee, Fla.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 Third Street, N.W., Washington 20037. Please include a daytime telephone number.

TO THE EDITOR:
I have just finished reading Andrew Hacker's lament of the top-

OPINION

April 1, 1992

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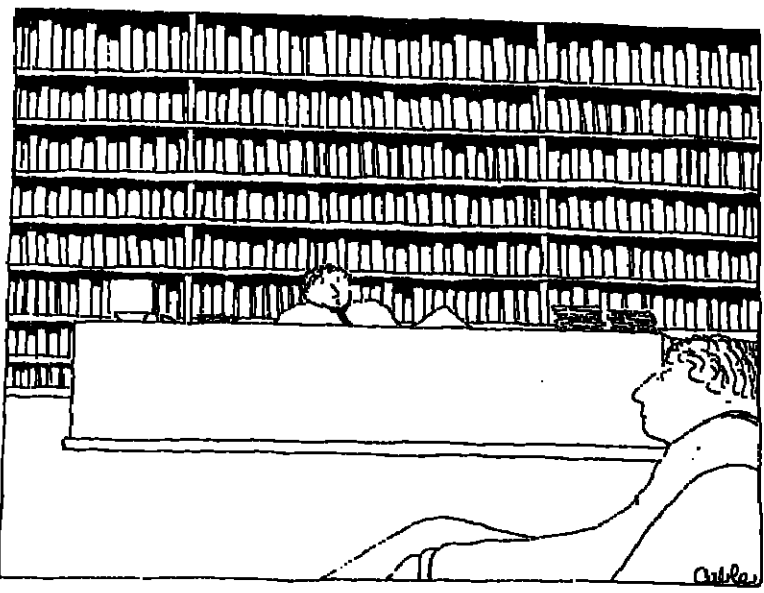
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QUALIFICATIONS: A liberal background in theatre, music and dance (strong dance background desirable). Interpersonal and administrative skills for coordination and budgeting of Music and Theatre resources. Experience in Music, Theatre curriculum development. Energy and enthusiasm for recruiting talented students into the program. Minimum of Master's degree and college teaching experience required. Demonstrated success as teacher and director of college and/or professional regional Music, Theatre productions.

DEADLINE: May 1, 1992

CONTACT: Send letter of application, resume and three (3) letters of reference to:

Thea Wilson, Chair
Music, Theatre Search Committee
The University of Tulsa
640 South College Ave.
Tulsa, Oklahoma 74104

The University of Tulsa is committed to diversifying its faculty and staff. Members of underrepresented groups are encouraged to apply. The University of Tulsa is an Equal Opportunity, Affirmative Action Employer.



Chair Department of Health & Physical Education School of Education

Syracuse University anticipates hiring an experienced leader for its program in Health and Physical Education. The faculty are beginning to transform this program by focusing more attention on the science of exercise and sport. The chair will help guide the development of a nationally prominent program in this field.

The chair is responsible for coordinating undergraduate and graduate degree programs, enhancing faculty teaching and research, furthering university and community service activities as well as some teaching and advisement duties. Continuation of the candidate's research program is also expected.

This tenure-track appointment will be made at the Associate or Professor level. Although the area of specialization is open, preference will be given to individuals with a clear record of research in the field of exercise science and exercise physiology. Additional training or experience in sports medicine, physical education, biomechanics, exercise biochemistry, or health promotion are desirable. Candidates must have an earned doctorate, extensive experience in university teaching and doctoral advisement, an ongoing research agenda, and a developed record of research publications.

Application screening will start on April 15, 1992 and continue until the position is filled. The appointment will begin between July 1, 1992 and January 1, 1993. Please send applications, nominations, and inquiries to: Dr. James Winickel, Associate Dean, Syracuse University, Health & Physical Education, 820 Constock Avenue, Syracuse, New York 13244-5400 or call (315) 443-2114. Candidates should include a letter of application, curriculum vitae, and at least three references. Salary is commensurate with experience.

Syracuse University is an Equal Opportunity/Affirmative Action Employer.

Tenure track, Regional Specialization: Latin America preferred. Office, Asia preferred. To teach both regional ethnography and prehistory and in one or more of the following: symbolic anthropology, identity and/or community studies, myth and ritual, Ph.D. completion by May, 1992 and teaching experience required. Ph.D., publications, and on-going research substantially comparable to the above will also be considered. Send letter of application and resume with names, addresses and telephone numbers of three references to: Dr. David A. Madsen, Chair, Anthropology Department, Central Connecticut State University, New Britain, Connecticut 06050-4010. Review of candidates will begin on May 1, 1992. CCSSU is an AA/EOW Employer. Women, minorities, the handicapped and veterans are encouraged to apply.

Anthropology/Linguistics: Anthropology University of Iowa seeks a linguistic anthropologist for a 1-year replacement position at the Assistant Professor or Instructor rank to begin August 1992. Ph.D. and ABD required; teaching experience preferred. Contract to be made for full-time position. 1992, one-year replacement position in linguistic anthropology and linguistics, and an upper division course in language and culture. Teaching responsibilities may include teaching general, medical, aging or other courses in the candidate's area of interest. The teaching load is three courses per quarter for three quarters. Additional duties may include service on departmental or university committees. Women and minorities are encouraged to apply. Applicants should send letters of inquiry to: Search Committee, African American Studies Program, University of Arizona, Tucson, Arizona 85721. Review of applications will begin April 15 and continue until position is filled. Screening date: January 1992. Equal Opportunity, Affirmative Action Employer.

Art: Painter, assistant professor, \$27,000 to \$35,000, tenure track, Spring 1992. MFA required. Painting or equivalent, strong professional accomplishments. Teaching university courses in painting, sculpture, and photography and teaching approach should include lecture, demonstration, and observation. Nature and landscape, with skills in oil, watercolor and at least one printmaking technique. Send resume and three references to: Art Position for Fall 1992 at the assistant professor level. Candidate should be strong in visual arts: painting, drawing, sculpture, ceramics, an history, print making. This is a one-person department at a growing four-year liberal arts institution. Jamestown College is affiliated with the University of Wisconsin and seeks a person with a commitment to non-secular education. Send resume and three references to: Dr. Richard J. Smith, Academic Dean, 6000 Jamestown College, Jamestown, North Dakota 58401.

Art: Tenure-track position beginning September, 1992. Terminal degree and public school teaching experience preferred. Interest and experience in studio and digital art. Send letter of application with vitae, artistic transactions, and names and telephone numbers of three references to: Art Position for Fall 1992 at the assistant professor level. Candidate should be strong in visual arts: painting, drawing, sculpture, ceramics, an history, print making. This is a one-person department at a growing four-year liberal arts institution. Jamestown College is affiliated with the University of Wisconsin and seeks a person with a commitment to non-secular education. Send resume and three references to: Dr. Richard J. Smith, Academic Dean, 6000 Jamestown College, Jamestown, North Dakota 58401.

HEARTLAND COMMUNITY COLLEGE Founding Faculty Positions

Heartland Community College, the newest community college in Illinois, is seeking outstanding teachers who will become the college's founding faculty. Applications are invited from individuals with a strong commitment to teaching and a willingness to help shape the college's direction and establish its reputation for excellence and student success.

The Faculty Positions. Initial appointments will be in the following areas:

Department Chair, Social/Behavioral Sciences
Business/Accounting (3)
Computer Science (1)
English/Communications (2)
History (1)
Humanities (2)
Mathematics (2)

Nursing (1)
Office Technology (1)
Psychology (1)
Reading (1)
Science (3)
Sociology (1)

All appointments are twelve-month, tenure track positions. Responsibilities include teaching courses at all levels of the curriculum, academic advisement, and curriculum development.

Qualifications: The Master's degree in an appropriate discipline is required, with an indication of teaching promise. Multi- or interdisciplinary competence is desirable for some positions. Preference given for competence in areas such as collaborative learning, outcomes assessment, classroom research, and faculty development. Candidates for the department chair position are expected to have experience in supervision and considerable curriculum development experience.

Compensation: The salary range is \$25,000-\$38,000 for faculty teaching positions and \$35,000-\$48,000 for department chair, depending on qualifications and experience.

The College and the Community. Classes will be offered at all three main locations in the community college district, with the main administrative center located in Bloomington-Normal, and centers also in the northern end of the district at Pontiac and at Lincoln in the south. Bloomington-Normal, a vibrant community of about 55,000 people, is located in the geographical center of Illinois, approximately 135 miles southwest of Chicago and 160 miles northeast of St. Louis, and is easily accessible by car, train or plane. The twin-city metropolitan area consists of a diversified and stable economy with educational and cultural opportunities provided by two universities and nine performing arts centers.

Application: Letters of application and resumes should be sent to: Dr. Jerry Weber, Vice President for Instruction
Heartland Community College
1540 East College Avenue
Normal, IL 61781

Review of applications will begin immediately and continue until positions are filled.

Heartland Community College is an affirmative action, equal opportunity employer. Women, minorities, and the disabled are encouraged to apply.



Oregon State University

The College of Education at Oregon State University invites applications for a Counselor Education position to teach and supervise counseling students. The OSU Counselor Education program emphasizes counseling with at-risk youth and families in educational settings.

APPOINTMENT: This is a twelve-month, tenure-track position at the rank of Assistant Professor.

RESPONSIBILITIES: Teaching, advising and supervision of master's and doctoral level students, field supervision of practice and intern placements. Engages in research, and publication in professional journals. Serves as a member of the College of Education core faculty for Ph.D. and Ed.D. students.

QUALIFICATIONS: Doctorate in Counseling, Counselor Education, Counseling Psychology, or related field. Graduate of CACREP program preferred. Demonstrated successful experience and competence in school counseling and supervision; evidence of teaching skills; and ability to teach in at least two of the following specialty areas: at-risk youth, substance abuse, assessment and diagnosis, life-span development, career development, counseling diverse populations and research. Experience required in one of the following areas of counseling: child and adolescent counseling or family counseling.

APPLICATIONS: Interested applicants should submit the following: written narrative describing how your experience, education, and interest in this position relate to the position; three letters of recommendation; and statement of counseling orientation. Applications should be mailed to:

Wayne W. Haverson, Acting Dean
College of Education
Oregon State University
215 Education Hall
Corvallis, Oregon 97331-3502
Telephone: (503) 737-5960

Oregon State University is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply.

Teaching experience or work experience in the graphic arts and photography industries. Bachelor's degree required. Master's degree preferred. Successful candidates will teach and supervise students in the graphic arts and photography industries. Send resume and three references to: Dr. Richard J. Smith, Academic Dean, 6000 Jamestown College, Jamestown, North Dakota 58401.

Art: Tenure-track position beginning September, 1992. Terminal degree and public school teaching experience preferred. Interest and experience in studio and digital art. Send letter of application with vitae, artistic transactions, and names and telephone numbers of three references to: Art Position for Fall 1992 at the assistant professor level. Candidate should be strong in visual arts: painting, drawing, sculpture, ceramics, an history, print making. This is a one-person department at a growing four-year liberal arts institution. Jamestown College is affiliated with the University of Wisconsin and seeks a person with a commitment to non-secular education. Send resume and three references to: Dr. Richard J. Smith, Academic Dean, 6000 Jamestown College, Jamestown, North Dakota 58401.

Art: Graphic Arts/Photography. Dean College is seeking to fill a tenure-track position in the upper and lower level graphic arts and photography industries. Send resume and three references to: Art Position for Fall 1992 at the assistant professor level. Candidate should be strong in visual arts: painting, drawing, sculpture, ceramics, an history, print making. This is a one-person department at a growing four-year liberal arts institution. Jamestown College is affiliated with the University of Wisconsin and seeks a person with a commitment to non-secular education. Send resume and three references to: Dr. Richard J. Smith, Academic Dean, 6000 Jamestown College, Jamestown, North Dakota 58401.



CHRISTOPHER NEWPORT UNIVERSITY

FULL-TIME FACULTY POSITIONS FOR 1992-1993

SCHOOL OF LETTERS AND NATURAL SCIENCE (Jouett L. Powell, Dean)

BIOLOGY

Three or four positions. Priorities include an animal physiologist prepared to teach comparative physiology and human anatomy and physiology; a vertebrate zoologist or ecologist; and an environmental scientist with specialization in one or more of the following areas: chemical analysis, microbiology, ecological analysis, and environmental policy.

ENGLISH

One position. Expertise in children's and adolescent literature with some experience in teacher education preferred.

FRENCH

One position. Secondary competence in German is highly desirable.

MATHEMATICS

Two or three positions. All areas of expertise will be considered.

MATHEMATICS EDUCATION

One position. The appointee must have teaching and research credentials sufficient to contribute to the conduct of an MAT degree program in mathematics, as well as to the department's program of instruction in undergraduate mathematics.

PHILOSOPHY

One position. Global history of philosophy and comparative religions, with expertise in Japanese or larger Pacific Rim cultures especially desirable.

SCHOOL OF SOCIAL SCIENCE AND PROFESSIONAL STUDIES (Virginia S. Purtle, Dean)

ART

One position. Teaching duties include drawing and design, printmaking, ceramics, and sculpture.

EDUCATION

Four or five positions. Priorities are in early childhood education (with specialties in reading, exceptional learners, cultural diversity, and/or technology applications); middle school social science (with specialties in cultural diversity, measurement and evaluation, and/or technology applications); language arts at the elementary, middle school, or secondary level; and curriculum and instruction (with specialization in special education, bilingual/multicultural education, exceptional learners, and/or educational assessment). Duties for one or more of these positions may include assisting with the development of a newly-restructured teacher education program, field placement, student intern supervision, recruitment of students, program assessment, certification of graduates, and/or improvement of college teaching. All positions are responsible for both undergraduate and graduate education. Practical experience in public school teaching is highly desirable.

GEOGRAPHY

One position. Preferred specialties are urban and regional geography, physical geography, and economic geography. Expertise with geographic information systems (GIS) preferred. The successful candidate should be prepared to contribute to the research programs of the (endowed) Joseph Center for the Study of Local and Regional Government.

POLITICAL SCIENCE

One or two positions. Priorities are in comparative politics (specialties in Latin American, Eastern European, African, and/or world) and in international relations (specialties in American foreign policy, international law, international organization, and modern political systems).

PHYSICAL EDUCATION

One position. Duties include teaching physical education activity courses, biomechanics, adapted physical education, tests and measurement, and supervising student interns.

PSYCHOLOGY

One or two positions. Priorities are in the areas of life-span developmental psychology and social psychology, but other specialties will be considered.

RECREATION

One position. Duties include teaching outdoor education/recreation, general recreation, and general education activity courses, as well as supervising student interns.

SOCIAL WORK

Teaching duties may include teaching macro generalist practice, social welfare policy, human behavior and the social environment, and gerontology, as well as some field instruction. Teaching experience in a CSWE-accredited program and evidence of strong scholarly achievement and/or the promise of such achievement are highly desirable.

SPEECH

One or two positions. Duties include teaching a variety of courses, including upper-level courses in theory and research methods, public speaking, and interpersonal communication.

SCHOOL OF BUSINESS AND ECONOMICS (Wesley L. Pendergrass, Dean)

ACCOUNTING

One or two positions. Area of expertise open, but priority needs are in the areas of cost and managerial accounting.

ECONOMICS & FINANCE

One position. Priority will be given to applicants with teaching and research interests in the areas of international finance and/or international economics.

MANAGEMENT & MARKETING

Two or three positions. Teaching responsibilities will be in one or more of the following areas: quantitative methods, organizational behavior, human resource management, marketing, and real estate.

These appointments may be either tenure-track or restricted, depending upon the needs of the College. Such positions normally require the Ph.D. or other appropriate terminal degree for tenure-track (probationary) appointment above the academic rank of instructor. All positions are subject to final approval of the institution's 1992-1993 operating budget.

Christopher Newport is an urban, four-year, state-supported college located in the city of Newport News, Virginia. By action of the 1992 session of the Virginia General Assembly, the College will become Christopher Newport University on July 1, 1992. The institution offers eight baccalaureate degree programs, which subsume nearly 50 different majors and concentrations; and it offers programs at the master's level in teacher education and in applied physics. The College enrolls more than 5000 students, is budgeted a full-time instructional faculty of more than 160 for 1992-1993, and has a part-time adjunct faculty of more than 100. Salaries are competitive and are accompanied by an excellent package of employer-paid fringe benefits, the total value of which is approximately 30 percent of salary. Within the context of liberal learning, the institution is committed to meeting the needs of its constituencies through excellence in instruction and through research and public service.

In keeping with its mission, Christopher Newport University seeks applications from candidates who are OUTSTANDING TEACHERS, who are ACTIVE, VITAL, AND PUBLISHING SCHOLARS in their disciplines, and who are STRONG POTENTIAL CONTRIBUTORS to the enhancement of the life of the University and the region it serves. The institution has an especially strong commitment to the internationalization of its curriculum; accordingly, the strength of a candidacy is often enhanced if it encompasses an international dimension of professional activity. Moreover, because Christopher Newport University serves an area, the demographics of which reflect a significant minority population, the university is particularly interested in receiving applications from minority candidates.

Interested parties are requested to send a letter of application, and current vitae to the appropriate dean (named above), c/o Christopher Newport University, Newport News, VA 23606-2998. Applicants will receive further details from the appropriate search committee following receipt of these materials. Screening will begin by mid-April, but applications will be received and considered until the positions are filled. THE UNIVERSITY HAS A VIGOROUS AND EFFECTIVE COMMITMENT TO AFFIRMATIVE ACTION IN ITS EMPLOYMENT PRACTICES; APPLICATIONS FROM WOMEN AND MINORITIES ARE THEREFORE ESPECIALLY ENCOURAGED.

BEO/AA



Chesapeake College

P. O. Box 8
Wye Mills, MD 21679

Science Faculty

Chesapeake College is seeking a full-time, nine-month, faculty member in Science. Faculty member must be self-motivated and possess ability to work effectively with students.

Required: Master's degree in biology, biochemistry, chemistry or closely related field or in science education with appropriate content-oriented science work; previous teaching experience; ability to teach in biological science, physical science and chemistry.

Desired: Doctorate in biology, chemistry or closely related field, previous teaching experience at the postsecondary level.

Salary: \$25,150 to \$40,755 with starting salary not to exceed \$45,123, subject to final budget approval, and dependent upon qualifications and experience. Liberal fringe benefits.

Computer Information Systems

Chesapeake College is seeking a full-time, nine-month, faculty member in Computer Information Systems. Faculty member must be self-motivated and possess ability to work effectively with students.

Required: Master's degree or equivalent in computer information systems or computer science; previous teaching experience; ability to teach courses in computer information systems and computer science.

Desired: Prior teaching experience in COBOL, PASCAL, "C" languages, or assembly language; microcomputer operations and applicable software packages; previous teaching experience at the postsecondary level.

Salary: \$25,150 to \$40,755 with a starting salary not to exceed \$45,123, subject to final budget approval, and dependent upon qualifications and experience. Liberal fringe benefits.

CHESAPEAKE COLLEGE is a fully accredited, publicly supported, regional community college offering 30 liberal arts and sciences, technical, and career programs. Located on 170 acres on Maryland's scenic rural Eastern Shore, Chesapeake College is only an hour away from Baltimore and Washington, D.C. and is easily accessible by U.S. Route 50.

Submit letter of interest and resume, stating position applying for, to:

Mrs. Shirley C. Pritchett
Personnel Department
Chesapeake College
P. O. Box 8
Wye Mills, Maryland 21679

For primary consideration, resumes should be postmarked by April 16, 1992. However, position will remain open until filled. Candidates who are considered for an interview must furnish a copy of all transcripts at time of interview.

Female and Minority applicants are encouraged to apply.



MiraCosta College

MiraCosta Community College District, located in North San Diego (CA) County, is recruiting for full-time instructors for the upcoming academic year.

CHEMISTRY INSTRUCTOR.

Closing date 4/24/92.

MICROCOMPUTER APPLICATIONS INSTRUCTOR.

Closing date 4/24/92.

For more information, contact

MiraCosta College, Director of Personnel
One Barnard Drive, Oceanside, CA 92036
(619) 757-2121, job line extension 8071

An application and position description will be sent to you.

MiraCosta College is an equal employment opportunity and affirmative action employer and seeks to enhance its staff diversity by specifically inviting and encouraging qualified minorities and women to apply.

Biology: Ohio University Eastern Campus, Title: Instructor/Assistant Professor of Biology (depending on qualifications). Description: A full-time, tenure track position. Responsibilities include teaching of general biology, general zoology, and general botany. Should have an interest or skill in developing media and computer graphics. Qualifications: Master's degree in biology, zoology, or botany, or a related field. Salary: \$27,000-\$32,000. Position description: A full-time, tenure track position. Responsibilities include teaching of general biology, general zoology, and general botany. Should have an interest or skill in developing media and computer graphics. Qualifications: Master's degree in biology, zoology, or botany, or a related field. Salary: \$27,000-\$32,000.

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Biology: Ohio University Eastern Campus, Title: Instructor/Assistant Professor of Biology (depending on qualifications). Description: A full-time, tenure track position. Responsibilities include teaching of general biology, general zoology, and general botany. Should have an interest or skill in developing media and computer graphics. Qualifications: Master's degree in biology, zoology, or botany, or a related field. Salary: \$27,000-\$32,000.

ENGLISH COMPOSITION INSTRUCTOR (2 positions)

Saddleback College

(one-year sabbatical leave replacement)
Full-time temporary assignment for 1992-93 academic year only.
Closing date: 4/17/92. Close date: 4/24/92.

Master's degree or higher in English, literature, comparative literature, or composition from an accredited college or university OR Bachelor's degree in any of the above AND a Master's degree or higher in linguistics, TESOL, speech, education with a specialization in reading, creative writing, or journalism from an accredited college or university OR a combination of education and experience that is at least the equivalent of items 1 or 2 above. One year minimum (full or part-time) of recent and successful experience teaching English Composition.

Salary placement is based on years of experience and education.

To obtain qualifications information and District application, contact Human Resources at (714) 582-4850.



SADDLEBACK
COMMUNITY COLLEGE DISTRICT
2800 Marquette Parkway
Mission Viejo, CA 92692-3601

Saddleback Community College District is an Affirmative Action, Equal Opportunity Employer and actively seeks the candidacy of ethnic minorities, women, disabled and Vietnam-era veterans.

24-Hour Jobline: (714) 582-4852



SEARCH EXTENDED

Alabama Agricultural and Mechanical University

Normal, Alabama

ASSISTANT PROFESSOR OF

MUSIC EDUCATION AND

ASSISTANT BAND DIRECTOR

Announcement No. 750

Alabama A&M University invites applications for the position of Assistant Professor of Music Education and Assistant Band Director. Reporting to the Chairperson of Music Education, the incumbent is responsible for teaching Music Education (Methods and Curriculum), Applied Lessons, and assisting the Band Director.

QUALIFICATIONS: Doctorate in Music Education preferred but will consider M.F.A. Applicants must be able to demonstrate successful teaching experience on college/university and secondary levels.

SALARY: Negotiable commensurate with training, experience, and University pay schedule. This is a full-time tenure track position, expected starting date August 14, 1992.

JOB REQUIREMENTS: Current federal law requires identification and employment eligibility verification prior to employment. Only U.S. citizens and aliens authorized to work in the United States may be employed. Interested candidates should submit on or before April 30, a letter of application, transcripts, current resume, and the names, addresses, and telephone numbers of at least three professional references who will be contacted to attest to your competence for the position. To: D. I. Horn, Jr., Director of Human Resources, Alabama Agricultural and Mechanical University, P. O. Box 305, Normal, Alabama 35762.

Alabama A&M University is an Equal Opportunity Employer.

DEPARTMENT HEAD HEALTH AND PHYSICAL EDUCATION Northwestern State University of Louisiana

POSITION: Applications are invited for the position of Department Head of Health and Physical Education.

QUALIFICATIONS: A doctorate is preferred with experience in higher education. Applicant should have strong organizational, communication, interpersonal, and computer skills. Applicant must demonstrate evidence that he/she is task oriented and is capable of working independently.

RESPONSIBILITIES: Management of the academic, personal, and financial needs of the Department within a University committed to the pursuit of academic excellence. The Department Head is the chief administrator of the department and must lead the development of its programs. The Department Head has the responsibility to establish an effective recruiting program to attract students and to build an outstanding faculty and maintain a healthy academic environment.

APPLICATION: Send letter of application, resume, transcripts, and three letters of recommendation by April 30, 1992, to: Dr. Robert Alton, President, Northwestern State University, Natchitoches, LA 71477. SALARY: Competitive.

NORTHWESTERN STATE UNIVERSITY IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

Biological Sciences: A four-year, public, liberal arts college, has a reputation for excellence in teaching and research. Two-thirds biology and one-third chemistry. Position open beginning in August, 1992. Ph.D. required. Must have a strong interest in teaching and research. Salary: \$27,000-\$32,000. Position description: A full-time, tenure track position. Responsibilities include teaching of general biology, general zoology, and general botany. Should have an interest or skill in developing media and computer graphics. Qualifications: Master's degree in biology, zoology, or botany, or a related field. Salary: \$27,000-\$32,000.

Business: The Department of Business at New Mexico Highlands University is seeking an Assistant Professor of Business Administration. The position is a full-time, tenure track position. The incumbent will be responsible for teaching Business Administration courses and supervising student activities. The position is open to individuals with a Ph.D. in Business Administration or a related field. Salary: \$27,000-\$32,000.

DIVISIONAL CHAIR OF COMMUNICATION AND THE ARTS

Marist College is an independent non-sectarian college located in Poughkeepsie, New York. The College is committed to excellence in undergraduate education and has an enrollment of some 3,200 undergraduate students in six major divisions: Humanities, Management Studies, Social and Behavioral Sciences, Computer Science and Mathematics, Natural Sciences, and the newly created Division of Communication and the Arts. The College and the Division emphasize the integration of liberal education and professional studies with an emphasis on innovative applications of communication technologies.

Marist College invites applications and nominations for the position of Chair of the new Division. This academic organization offers undergraduate degrees in Communication Arts (with tracks in Advertising, Journalism, Public Relations, Rhetoric and Public Address, Radio/TV/Film, and Theater), the Fine Arts, and Fashion. The Division Chair reports directly to the Vice President for Academic Affairs.

The Chair of the Division of Communication and the Arts is the chief academic and administrative officer of the Division and works with Chairs of the other Divisions and the Academic Vice President to provide leadership and articulate academic goals for the institution. The successful candidate will be expected to work with the faculty to create the vision that will launch the new division and to chart the course for the future, including the possibility of creating a School of Communication. In addition, the Chair will be asked to provide supervision for the Lowell Thomas gallery and collection, TV and radio studios, and the Journalism lab.

A strong preference will be given to candidates with the following qualifications: earned Ph.D. in Communication Arts or a related field, a few degrees with professional or academic experience in Communication Arts, or a national reputation in the field of Communication Arts; proven achievement in one's scholarly discipline or significant professional achievement; administrative experience; the ability to provide a diverse faculty with innovative leadership; and understanding of and appreciation for the implications of emerging communication technologies.

The screening of applicants and nominations will begin April 15, 1992. The starting date of the appointment is expected to be July 1, 1992, or soon thereafter.

Applications, which should include a current curriculum vitae and a letter of interest in the position, should be sent to: Mario Vanderheyden, Vice President for Academic Affairs, Marist College, MPO 805, Poughkeepsie, NY 12601. Marist College is an Equal Opportunity/Affirmative Action Employer.



Anderson School of Management University of New Mexico

FACULTY POSITION IN ACCOUNTING

The Robert O. Anderson School and Graduate School of Management at the University of New Mexico is seeking candidates for an associate or assistant professor position in accounting. Applicants should possess a doctorate (or be ABD) in accounting or related field and evidence the potential for establishing a significant, ongoing program of research, as well as strong teaching credentials at the undergraduate and master's levels. The primary teaching focus will be in the area of taxation; however, strong candidates with diverse teaching interests are encouraged to apply.

The University of New Mexico is the largest university in the state, enrolling approximately 25,000 students in 61 instructional units and offering master's degrees in 55 fields and doctorates in 25 fields. The Robert O. Anderson School of Management is AACSB accredited at both the undergraduate and graduate levels and operates as an independent professional school within the University. In addition, the Anderson School Foundation provides significant financial support for the academic programs. These programs enroll approximately 1,000 undergraduate and 500 graduate students.

The closing date for applications is April 15, 1992, or until the position is filled. Applications should be submitted to Professor James F. Dillard, Area Coordinator, Anderson School of Management, University of New Mexico, Albuquerque, NM 87131.

The University of New Mexico is an equal opportunity, affirmative action employer and strongly encourages applications from women and minorities.

Business: Saint Andrews College seeks an individual to teach introductory and advanced finance courses and provide advice to students and faculty. The individual will be responsible for the College's innovative general education program. No-tenure track. One or two year appointment (position may be converted to tenure-track). Ph.D. in Finance, Accounting, or Economics. Teaching experience in finance, accounting, or economics. Salary: \$27,000-\$32,000. Position description: A full-time, tenure track position. Responsibilities include teaching of general finance, general accounting, and general economics. Should have an interest or skill in developing media and computer graphics. Qualifications: Master's degree in finance, accounting, or economics, or a related field. Salary: \$27,000-\$32,000.

Business: The Department of Business at New Mexico Highlands University is seeking an Assistant Professor of Business Administration. The position is a full-time, tenure track position. The incumbent will be responsible for teaching Business Administration courses and supervising student activities. The position is open to individuals with a Ph.D. in Business Administration or a related field. Salary: \$27,000-\$32,000.

Business: The Department of Business at New Mexico Highlands University is seeking an Assistant Professor of Business Administration. The position is a full-time, tenure track position. The incumbent will be responsible for teaching Business Administration courses and supervising student activities. The position is open to individuals with a Ph.D. in Business Administration or a related field. Salary: \$27,000-\$32,000.

INVER HILLS COMMUNITY COLLEGE

Minnesota's newest Community College located in a developing suburb of Saint Paul, Minnesota. The college offers university parallel programs in business, health, education, and liberal arts, and a unique and diverse offering of community services. Current enrollment is 3,300. The following full-time unlimited faculty openings are available for Fall Quarter, 1992 (quarter begins mid-September):

MATH

Instructor for a variety of Math courses. Minimum Qualifications: Master's degree, with a major in Math OR 23 graduate quarter credits that would apply to major. Desirable: Master's degree in Math with college teaching experience.

MATH - DEVELOPMENTAL

Instructor for Math Learning Lab. Minimum Qualifications: Master's degree, with a major in Math OR 23 graduate quarter credits that would apply to major. Desirable: Master's degree in Math with college teaching experience.

KNIGHTS

Instructor for English classes, predominantly composition. Evening and Saturday classes are routinely assigned to this position. Minimum Qualifications: Master's degree, with a major in English or 23 graduate quarter credits that would apply to major. Desirable: Master's degree in English with college teaching experience.

To apply for this position, send letter of application, resume, graduate transcripts (copies acceptable), and 3 current letters of reference by April 24, 1992, to:

Kathryn C. Wiltner, Director of Personnel
Inver Hills Community College
8445 College Trail
Inver Grove Heights, MN 55070
AA/EOE

FACULTY VACANCIES

Marist College, a private two-year liberal arts college established in the Catholic tradition, is inviting applications for the following vacant and anticipated faculty openings for 1992-93:

NATURAL SCIENCES: full-time; teach courses in general and introductory biology, human biology, general and introductory chemistry, environmental science and associated laboratories.

SOCIOLOGY/PSYCHOLOGY: full-time; teach courses in introductory sociology, psychology of the family, current social problems, and introductory psychology.

SOCIAL WORK: anticipated full-time; teach social work courses; introductory, interventions, research methods/statistics; assist with CSWE accreditation.

WORLD/COMPARATIVE LITERATURE: anticipated full-time opening; teach survey courses in European history, American history, twentieth century history, comparative and American governments.

FINE ARTS: anticipated full-time opening; teach courses in two-dimensional art including drawing, water-color, design, general art and art history.

QUALIFICATIONS FOR VACANCIES: earned doctorate (M.F.A. for Fine Arts position) in discipline appropriate and relevant to area of teaching responsibility; evidence of successful teaching at the undergraduate level; commitment to function in an interdisciplinary, research-oriented faculty; ability to lead to scholarly publication; ability to communicate and work effectively with a diverse population of students.

SALARY/BENEFITS: competitive and depends upon experience, qualifications, and employment history.

APPLICATIONS: Applicants will be accepted until the positions are filled. Submit a letter of application, transcripts, resume, and three letters of reference to: Dr. Raymond Johnson, Director of Academic Affairs, Marist College, RR #2, Box 45, Ogdensburg, New York 13669.

Professor of Graphic Design 9-Month Salary: \$33,200

The Savannah College of Art and Design seeks applicants for a full-time faculty position in an expanding graphic design department, beginning September 1992. The College offers B.F.A. and M.F.A. degrees in graphic design and 10 other visual arts majors. Applicants must possess a master's degree in graphic design or a related field, and have significant teaching experience and professional portfolio. Women and minorities are encouraged to apply. Send resume, transcripts, and a list of personal and student work to: Search Committee, SCAD, P. O. Box 3160, Savannah, GA 31402. AA/EOE.

Business Administration: Humphreys College, Stockton, California. Department Head and Associate Professor. Responsibilities include teaching courses in accounting, computer science, and management. Minimum qualifications include a Ph.D. in Business Administration, or a related field, and at least five years of college-level teaching experience. Salary: \$27,000-\$32,000.

Business Administration: Humphreys College, Stockton, California. Department Head and Associate Professor. Responsibilities include teaching courses in accounting, computer science, and management. Minimum qualifications include a Ph.D. in Business Administration, or a related field, and at least five years of college-level teaching experience. Salary: \$27,000-\$32,000.

Business Administration: Humphreys College, Stockton, California. Department Head and Associate Professor. Responsibilities include teaching courses in accounting, computer science, and management. Minimum qualifications include a Ph.D. in Business Administration, or a related field, and at least five years of college-level teaching experience. Salary: \$27,000-\$32,000.

CLINICAL INSTRUCTOR

WURZWELER SCHOOL OF SOCIAL WORK

Yeshiva University

Full-time faculty position as Clinical Instructor in a major medical center with the DEPARTMENT OF GENERAL DENTISTRY.

This program is located in Knoxville, Tennessee and is administratively an extension of the University of Tennessee College of Dentistry in Memphis. The program has full accreditation with four residents receiving one year graduate training.

Responsibilities will include education, research and service for all areas of advanced dentistry with special emphasis on dental care for patients with medical problems in hospital setting.

Tennessee license and completion of an accredited GPR or 5 years experience in practice and clinical teaching required.

This is an Affirmative Action/Title IX/Section 504/ADA Employer

Individuals interested should send their Curriculum Vitae to the following:

E. Wayne Davis, D.D.S., M.S., Director, Department of Dentistry

1924 Alcoa Highway U-60
Knoxville, TN 37920
(615) 544-9440

Nursing Faculty

ADVANCED MEDICAL/SURGICAL/PEDIATRIC INSTRUCTOR
M.S. in nursing, 2 years' nursing experience + 1 year teaching or course in teaching, CA R.N. Willing to teach in paid or part-time. Grant funded position beginning August, 1992.

ADVANCED MEDICAL/SURGICAL INSTRUCTOR
M.S. in nursing, 2 years' nursing experience + 1 year teaching or course in teaching, CA R.N. Willing to teach in paid or part-time. Grant funded position beginning August, 1992.

Contact Personnel, Olin College, Fremont, CA (510) 659-0088. Filing deadline: 4/30/92, 4:00 p.m. AA/EOE.

CENTRAL OREGON COMMUNITY COLLEGE

Faculty Librarian

Requires a Master's degree in library or information science from an ALA-accredited program. Candidates with Ph.D. or ABD are encouraged to apply. Desirable college library research experience including bibliographic instruction and on-line searching. \$27,800-\$34,100 (9-month), probationary, faculty appointment. Begin September 92. DEADLINE: June 15, 1992 (for regular appointment). Contact the Human Resources Office, Central Oregon Community College, 2600 N.W. College Way, Bend, OR 97701; (503) 385-5513. EEO/AA.

Business Administration: Humphreys College, Stockton, California. Department Head and Associate Professor. Responsibilities include teaching courses in accounting, computer science, and management. Minimum qualifications include a Ph.D. in Business Administration, or a related field, and at least five years of college-level teaching experience. Salary: \$27,000-\$32,000.

Business Administration: Humphreys College, Stockton, California. Department Head and Associate Professor. Responsibilities include teaching courses in accounting, computer science, and management. Minimum qualifications include a Ph.D. in Business Administration, or a related field, and at least five years of college-level teaching experience. Salary: \$27,000-\$32,000.

Business Administration: Humphreys College, Stockton, California. Department Head and Associate Professor. Responsibilities include teaching courses in accounting, computer science, and management. Minimum qualifications include a Ph.D. in Business Administration, or a related field, and at least five years of college-level teaching experience. Salary: \$27,000-\$32,000.

FACULTY POSITION Assistant to the College Professor NORTHEAST MISSOURI STATE UNIVERSITY

The Assistant to the College Professor is a live-in faculty member in a coed residential college with half-time classroom teaching assignment in an academic division. She/he promotes liberal learning, advises freshmen (assigned by 15 per semester), and facilitates academic programming.

Northwest Missouri State is Missouri's public liberal arts and sciences university, enrolling a selective student body of 5,800 in a rural setting. NMSSU is known nationally for its pioneering Value Added outcomes assessment program.

Qualifications: Ph.D. in the arts and sciences preferred. ABD considered; superior academic achievement in undergraduate and graduate work; previous hall living experience desired; commitment to interdisciplinary studies. Academic year contract beginning August, 1992.

Applications: Candidates must submit a letter of interest, vita, undergraduate and graduate transcripts, a list of references, and a letter of recommendation from a faculty member. A letter of interest should be addressed to: Dr. Terry B. Smith, Dean of the College, Northwest Missouri State University, Kirksville, MO 63501. Deadline for letters, vita, transcripts: May 1, 1992. NMSSU IS AN EQUAL OPPORTUNITY EMPLOYER.

Business Administration: Humphreys College, Stockton, California. Department Head and Associate Professor. Responsibilities include teaching courses in accounting, computer science, and management. Minimum qualifications include a Ph.D. in Business Administration, or a related field, and at least five years of college-level teaching experience. Salary: \$27,000-\$32,000.

Business Administration: Humphreys College, Stockton, California. Department Head and Associate Professor. Responsibilities include teaching courses in accounting, computer science, and management. Minimum qualifications include a Ph.D. in Business Administration, or a related field, and at least five years of college-level teaching experience. Salary: \$27,000-\$32,000.

COLORADO NORTHWESTERN COMMUNITY COLLEGE

Colorado Northwest Community College (CNCC) is accepting applications for two full-time teaching positions (one of which is full of a full-time director/assistant director) on the main campus in Aurora, Colorado. The positions are in the areas of: 1) English and 2) Social Sciences. The successful candidates will be responsible for teaching, advising, and supervising students. The college is located in a beautiful area with excellent recreational facilities. For more information, contact: Dr. Joe O. Lewis, Vice President for Academic Affairs, CNCC, 1000 East College Street, Aurora, CO 80012. Phone: (303) 752-3210.

AIRFRAME AND POWERPLANT INSTRUCTOR

Full-time, nine-month position begins on August 20, 1992. Instructor will teach powerplant subjects. A & P license, minimum of 3 years' aircraft maintenance experience required. Salary commensurate with experience. Send resume and references to: Dr. Joe O. Lewis, CNCC, 1000 East College Street, Aurora, CO 80012.

HISTORY/POLITICAL SCIENCE INSTRUCTOR

Full-time, nine-month position begins on August 20, 1992. Master's Degree in History or Political Science. The position is in the area of American History. The successful candidate will be responsible for teaching, advising, and supervising students. The college is located in a beautiful area with excellent recreational facilities. For more information, contact: Dr. Joe O. Lewis, CNCC, 1000 East College Street, Aurora, CO 80012.

DIVISION DIRECTOR/ASSOCIATE DEAN

It is filled by a single candidate. This position must be filled with teaching experience in the area of History/Political Science. The Division Director/Associate Dean reports to the Vice President of Instruction and administers the Division of Arts and Sciences. He/she will be responsible for teaching, advising, and supervising students. The college is located in a beautiful area with excellent recreational facilities. For more information, contact: Dr. Joe O. Lewis, CNCC, 1000 East College Street, Aurora, CO 80012.

ENGLISH/COMMUNICATIONS INSTRUCTOR (Craig Campus) Full-time, nine-month position begins on August 20, 1992. Must be student oriented and able to teach a wide range of composition, technical and creative writing, business English, speech, and communication. The college is located in a beautiful area with excellent recreational facilities. For more information, contact: Dr. Joe O. Lewis, CNCC, 1000 East College Street, Aurora, CO 80012.

COMPUTER TECHNICIAN/INSTRUCTOR (Craig Campus) Full-time, nine-month position begins on August 20, 1992. Requires experience in computer hardware, software, and networking. The college is located in a beautiful area with excellent recreational facilities. For more information, contact: Dr. Joe O. Lewis, CNCC, 1000 East College Street, Aurora, CO 80012.

Salaries for the above positions are commensurate with experience and education. Liberal fringe benefits apply. Applications must be submitted by April 15, 1992. To apply, submit a letter of application, current resume, unofficial copies of transcripts, and the names, addresses, and phone numbers of three professional references to: Ms. Chris Wells, Human Resources Assistant, CNCC, 1000 East College Street, Aurora, CO 80012. Phone: (303) 752-3210.

CNCC is an Equal Opportunity Employer

GEORGETOWN COLLEGE MATHEMATICS

Christians, church-related, liberal arts college seeks experienced person with Ph.D. in mathematics and strong commitment to quality teaching. Tenure-track position at Assistant or Associate level available. Salary commensurate with experience and education. Send resume and references to: Dr. Joe O. Lewis, Georgetown College, 401 East College Street, Georgetown, KY 40324.

Dr. Joe O. Lewis
Vice President for Academic Affairs
and Dean of the College
Georgetown College
401 East College Street
Georgetown, KY 40324

Business Management: Olympic College. Tenure-track teaching faculty position in Business Management. Master's degree required. Must have a Master's or Bachelor's degree in Business Administration. Business experience required. Send resume and references to: Dr. Joe O. Lewis, Olympic College, 1000 East College Street, Aurora, CO 80012. Phone: (303) 752-3210.

Chemical Ecology: Post-doctoral. Duties: Prepare and extract plant samples, operate capillary and HPLC reverse phase chromatography, and analyze data. Send resume and references to: Dr. Joe O. Lewis, Olympic College, 1000 East College Street, Aurora, CO 80012. Phone: (303) 752-3210.

FAYETTEVILLE STATE UNIVERSITY School of Business and Economics FACULTY POSITIONS

Fayetteville State University is a constituent institution of the 16 campus University of North Carolina System. Located in Fayetteville, North Carolina, the university has a 25,000 student enrollment. The School of Business and Economics is seeking qualified candidates for the following positions:

SCHOOL OF BUSINESS AND ECONOMICS
This is an upper level division of the University offering undergraduate degrees in Accounting, Business Administration, Business Economics, Economics and the MBA. It has an enrollment of approximately 700 and is housed in a new \$5.4 million building with excellent computing facilities. The School is committed to seek AACSB accreditation.

Applications are invited for the following positions to begin Fall 1992.
Business Law/Accounting: Legal environment of business and financial accounting.
Finance: Financial Markets and Corporate Finance.
Economics: Macroeconomics and Public Finance.
Management: OB, HRM, Strategy.
Business Education: Management communication.

Qualifications: The successful candidates must have:
• An earned doctorate in appropriate field (ABD considered) (JD/MBA or JD/MS in Accounting required, CPA highly desired for Bus Law/Accounting position).
• Commitment to and a record of teaching excellence.
• Evidence of scholarship and professional activities.
• Business experience highly desired.

Rank: Assistant/Associate Professor • **Tenure Track**
Salary: Highly competitive
Responsibilities: Teaching undergraduate and graduate courses in area of expertise; advising students; engaging in professional research and publications; and participation in university and community service.

To Apply: Send vita, application letter, names, addresses and phone numbers of three references, by April 20, 1992, to: Dr. David Tavel, Acting Dean, School of Business and Economics, Fayetteville State University, 1200 Marchion Road, Fayetteville, NC 28401-4236. Phone: (919) 486-1267.

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UNLV

CHAIR, DEPARTMENT OF POLITICAL SCIENCE
RESPONSIBILITIES: Provide leadership for a fourteen-member department offering the B.A. and M.A. Department currently has 284 undergraduate majors and 34 graduate students. Administrative duties include leadership in development of Ph.D. program and in personnel decisions, budget management, and curriculum planning.

QUALIFICATIONS: Ph.D. in political science (field of specialization open) is required. Sufficient teaching experience and publication record to warrant appointment to associate or full professor rank with tenure. Prior administrative experience preferred.

SALARY: Highly competitive; commensurate with experience and qualifications. Twelve-month appointment to begin July 1, 1992, or at a mutually agreeable time thereafter.

THE SETTING: UNLV is one of the fastest growing universities in the nation with a current enrollment of more than 19,800 students. UNLV was recently cited by U.S. NEWS & WORLD REPORT (1990-91) as one of the "up-and-coming" colleges and universities in the U.S. Located in cosmopolitan Las Vegas, the university has the strong support of the community's rapidly growing population of 850,000 residents.

APPLICATION: Applications and nominations should be sent to the address below. To apply, send letter, vita and names, addresses and phone numbers of five references. Screening will begin May 1, but search will continue until a suitable candidate is identified. Send materials to: Cheryl Bowles, Associate Dean, Graduate College, Political Science Chair Search Committee, University of Nevada, Las Vegas 4505 Maryland Parkway, Las Vegas, Nevada 89154-1017. UNLV employs only U.S. citizens and aliens authorized to work in the U.S.

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WEST LIBERTY STATE COLLEGE West Liberty, West Virginia SCHOOL OF BUSINESS ADMINISTRATION

West Liberty State College, a fully accredited multi-purpose four-year institution serving approximately 2,500 students in the northern panhandle of West Virginia, seeks applications for the following positions to begin August 17, 1992.

COMPUTER INFORMATION SYSTEMS:
Tenure-track position to teach undergraduate courses in Computer Information Systems and Programming. Master's degree in Computer Information Systems and Programming. Business experience highly desirable. Salary dependent upon experience and educational background. Interested applicants should submit detailed and current resume in confidence to: Elizabeth Robinson, Chairperson, Department of Management and Administrative Systems, West Liberty State College, West Liberty, WV 26074.

OFFICE ADMINISTRATION:
Tenure-track position to teach undergraduate courses in Office Administration, Shorthand, Typing, and Word Processing. Master's degree in business or related area required. Business experience and full-time college-level teaching experience highly desirable. Rank and salary dependent upon experience and educational background. Interested applicants should submit detailed and current resume in confidence to: Elizabeth Robinson, Chairperson, Department of Management and Administrative Systems, West Liberty State College, West Liberty, WV 26074.

ACCOUNTING:
Tenure-track position to teach undergraduate courses in Accounting and Finance. Master's degree in Business or related area required. Business experience and full-time college-level teaching experience highly desirable. Rank and salary dependent upon experience and educational background. Interested applicants should submit detailed and current resume in confidence to: Elizabeth Robinson, Chairperson, Department of Management and Administrative Systems, West Liberty State College, West Liberty, WV 26074.

MARKETING:
Tenure-track position to teach undergraduate courses in Marketing, Marketing Research, and Professional Selling. Master's degree in Business or related area required. Business experience and full-time college-level teaching experience highly desirable. Rank and salary dependent upon experience and educational background. Interested applicants should submit detailed and current resume in confidence to: Elizabeth Robinson, Chairperson, Department of Management and Administrative Systems, West Liberty State College, West Liberty, WV 26074.

West Liberty State College is an Equal Opportunity Employer.

LSUE

The Community College of Acadiana
Head, Division of Business & Technology

Responsible for administrative Business & Technology Division at a 2-year community college campus of the LSU System. Strong leadership expected in developing new programs. Includes limited teaching responsibilities.

Qualifications: Doctorate preferred; applicants with master's degrees will be considered.
Salary: Commensurate with experience and credentials.
Position Starting Date: August 18, 1992 (or at otherwise agreed). Applications accepted until May 1 for unit-suitable candidate found.

Applications: Send application letter, vita, names, addresses, phone numbers of three references to: Dr. Donald Rogers, Vice-Chancellor for Academic Affairs, Louisiana State University at Eunice, P.O. Box 1129, Eunice, LA 70535.
LSUE is an equal opportunity/affirmative action university. Women and minorities are encouraged to apply.

Communication Assistant Professor/Instructor with experience in production to teach theoretical and applied courses and to supervise students in the area of radio and television. A.M.A. degree in radio and television. Send resume and references to: Dr. Donald Rogers, Vice-Chancellor for Academic Affairs, Louisiana State University at Eunice, P.O. Box 1129, Eunice, LA 70535.

Communications Full-time, tenure-track position: The successful candidate will be responsible for teaching, advising, and supervising students in the area of radio and television. A.M.A. degree in radio and television. Send resume and references to: Dr. Donald Rogers, Vice-Chancellor for Academic Affairs, Louisiana State University at Eunice, P.O. Box 1129, Eunice, LA 70535.

Communications Assistant Professor/Instructor: The successful candidate will be responsible for teaching, advising, and supervising students in the area of radio and television. A.M.A. degree in radio and television. Send resume and references to: Dr. Donald Rogers, Vice-Chancellor for Academic Affairs, Louisiana State University at Eunice, P.O. Box 1129, Eunice, LA 70535.

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Division Chairperson HEALTH CAREERS

MIDDLESEX COMMUNITY COLLEGE is a public college with campuses in Bedford, Burlington and Lowell serving the northwest suburban region outside Boston. The College serves the largest population area of the state with nearly one-quarter of the state's population within a fifteen mile radius.

The successful candidate will assume administrative and academic responsibility for the College's health programs including Dental Assisting, Dental Hygiene, Dental Laboratory Technology, Diagnostic Medical Sonography, Medical Assisting, Medical Laboratory Technology, Nursing, Radiologic Technology, Occupational Therapy Assistant and related grant-funded programs.

Qualifications must include a Master's Degree in health related field and 6-8 years' College level teaching and/or administrative experience in health careers, preferably at a community college. Ability to interact successfully with students, faculty, staff and the general public throughout the College Community is essential. Strong oral and writing skills required.

Salary range \$46,000-\$51,000 for a 12 month year. Send letter, resume and supporting materials demonstrating experience in listed areas to:

Dr. Carl Schilling
Dean of the College

MIDDLESEX COMMUNITY COLLEGE
Springs Road
Bedford, MA 01730

Application deadline: 4/15/92

AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

GEORGETOWN COLLEGE

EDUCATION

GRADUATE EDUCATION: A tenure-track position available August, 1992 at Assistant or Associate rank for person with Ed.D. or Ph.D. Teaching experience at K-12 and college levels desirable. Superior teaching skills and active involvement with the College are required. The position involves a nine semester hour teaching load, based on the college's current curriculum. The successful candidate will be expected to teach courses in environmental studies, resource development and plan making at the graduate and undergraduate levels. He/she will also be expected to establish a strong, funded, research agenda. A doctorate degree is required, preferably in planning. Salary commensurate with qualifications and experience.

Send a letter of interest, including vita and a list of four references to: Mr. Gross, Chair, Search Committee, Department of Landscape Architecture and Regional Planning, University of Massachusetts, 100 Hill North, Amherst, MA 01003. Applications received after April 30, 1992, will be considered on an affirmative action basis.

Dr. Joe O. Lewis
Vice President for Academic Affairs
and Dean of the College
Georgetown College
401 East College Street
Georgetown, KY 40324

Computer Information Systems: Tenure-track position for a full-time faculty member to teach undergraduate courses in Computer Information Systems and Programming. Master's degree in Computer Information Systems and Programming. Business experience highly desirable. Salary dependent upon experience and educational background. Interested applicants should submit detailed and current resume in confidence to: Elizabeth Robinson, Chairperson, Department of Management and Administrative Systems, West Liberty State College, West Liberty, WV 26074.

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Unlv is an AA/EEO employer.

UNIVERSITY OF Massachusetts AMHERST Department of Landscape Architecture and Regional Planning

Faculty Position Announcement Assistant Professor

The Department of Landscape Architecture and Regional Planning is offering a full-time, tenure track position at the Assistant Professor level, commencing September, 1992. This is a research-based position with a primary focus on environmental and resource planning. The successful applicant will be expected to teach courses on environmental policy, resource development and plan making at the graduate and undergraduate levels. He/she will also be expected to establish a strong, funded, research agenda. A doctorate degree is required, preferably in planning. Salary commensurate with qualifications and experience.

Send a letter of interest, including vita and a list of four references to: Mr. Gross, Chair, Search Committee, Department of Landscape Architecture and Regional Planning, University of Massachusetts, 100 Hill North, Amherst, MA 01003. Applications received after April 30, 1992, will be considered on an affirmative action basis.

Dr. Joe O. Lewis
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401 East College Street
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UNLV

COLLEGE OF HUMAN PERFORMANCE AND DEVELOPMENT

Chair, Department of Sport and Leisure Studies

Associate Professor or Professor

RESPONSIBILITIES: To serve as Chair of a recently created Department of Sport and Leisure Studies which is housed in the College of Human Performance and Development. The Department will contain five full-time faculty, and several part-time faculty, offer a Bachelor's degree in Recreation and Leisure Studies, offer an interdisciplinary Masters degree in Sport and Leisure Service Management. The chair is a nine-month appointment with summer teaching possibilities as well as an additional administrative stipend. Preference will be given to candidates with professional credentials and accomplishments sufficient to merit appointment with tenure.

QUALIFICATIONS: An earned doctorate with expertise in an area found within the department. Experience in academic administration. Evidence of effective leadership skills. A record of research, scholarship and publication. Demonstrated commitment to affirmative action. Professional interests in sport and leisure service marketing, sport law, or sport management, is highly desirable.

SALARY: Commensurate with comparable peer institutions. Contact Professor Lawrence Golding.

Asst. Professor of Athletic Training/Sports Medicine
Dept. of Health Education & Sports Injury Management

RESPONSIBILITIES: Teach in the Athletic Training B.S. Degree Program. Advise undergraduate students (A.T. & pre-professional). Coordinate clinical experiences in athletic training. Work in cadaver anatomy laboratory. Participation on Department, College, and University committees. Conduct research in newly constructed Sports Injury Research Center. Some advisement/work with graduate student study and research.

QUALIFICATIONS: Earned doctorate in Health/Physical Education or closely related field with a secondary emphasis in a Health or Exercise Science (Biomechanics, Exercise Physiology, Epidemiology, etc.). Documentation of professional involvement and service. Documentation of superior teaching effectiveness. Athletic training experience. NATA Certification. Demonstrated ability to generate external funding. Ability to work in an interdisciplinary College of Human Performance and Development.

SALARY: Entry level, tenure track, approximately \$33,000 for nine months. Contact Professor Brent Mangus.

Assistant Professor/Department of Kinesiology
College of Human Performance and Development

RESPONSIBILITIES: Teaching undergraduate and graduate courses in biomechanical kinesiology. Developing courses pertaining to biomechanical basis of motor control. Participation on Departmental, College, and University Committees. Advising undergraduate and graduate students.

QUALIFICATIONS: Earned doctorate with specialization in biomechanical kinesiology. Ability to integrate the neural, physiological and biomechanical aspects of human movement. Evidence of research, scholarship, and publication. Established research focus. Grant writing expertise sought. Documentation of professional involvement and service. Documentation of superior teaching effectiveness. Knowledge of, and experience in current instrumentation and laboratory technology.

SALARY: Entry level, tenure track, approximately \$33,000 for nine months. Contact Professor Gerald Landwehr.

THE SETTING: UNLV is one of the fastest growing universities in the nation with a current enrollment of more than 19,500 students. UNLV was recently cited by U.S. NEWS & WORLD REPORT (1990-91) as one of the "up-and-coming" colleges and universities in the U.S. Located in cosmopolitan Las Vegas, the university has the strong support of the community's rapidly growing population of 850,000 residents.

APPLICATION: Screening will commence on April 27, 1992. Send letter of application, vita, copies of transcripts and three original letters of reference to the appropriate contact person at the following address: University of Nevada, Las Vegas; College of Human Performance and Development; 4605 Maryland Parkway; Las Vegas, Nevada 89154-3007. The University of Nevada, Las Vegas is an equal opportunity/affirmative action employer and employs only U.S. citizens and aliens authorized to work in the U.S.

UNLV is an AA/EEO employer.
A YOUNG, PROUD, AND GROWING UNIVERSITY

THE UNIVERSITY OF OREGON LIBRARY

Lead/Reference Circulation Librarian. Rank: Assistant Professor. Duties and responsibilities: Supervise staff, provide reference services for faculty, students and general public. Participate in the evening and weekend reference rotation with other professional librarians. Responsible for interlibrary loan services using the OCLC bibliographic utility. Other responsibilities include: management of circulation functions in the Law Library, which include circulation services and procedures, reserve collection maintenance, and stack maintenance. Works with automated (INNOPAC) circulation system. Supervises 10 FTE circulation assistant and 12-15 student employees. May serve on Library and University committees. Performs special projects and other related duties as assigned.

Qualifications: Required: M.S. from ALA-accredited library school, demonstrated supervisory skills, commitment to public service, excellent oral and written communication skills. Previous legal reference or library experience preferred.

Salary: \$22,000 minimum for twelve month appointment. Fringe benefits include choice of medical plans (Blue Cross/Blue Shield or HMO option), fully paid state or TIAA-CREF retirement plans, 22 vacation days, and low staff tuition rates.

Application deadline: Applications received by May 29, 1992 will receive priority consideration. To apply, send cover letter, resume, names, addresses and telephone numbers of four references to: Ms. Lane Seaberg, Personnel Librarian, Knight Library, University of Oregon, Eugene, OR 97403-1299, (503) 343-1805, (503) 343-3094 (FAX).

The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity. In compliance with Internal University Reform and Control Act of 1989, all persons hired after November 6, 1990 will be required to show proof of their identity and right to work in the United States.

CENTRAL CONNECTICUT STATE

PSYCHOLOGY—Instructor/Assistant Professor—Fall 1992—Pending Funding of Position. Tenure Track. Experimentalist. To teach graduate and undergraduate courses in research methodology, plus specialization in Learning/Cognition or Biopsychology/Physiology. Active research in area expected. ABD in Psychology with completion of Ph.D. by May 1993 required. Ph.D. in Psychology preferred. Credentials and experience substantially comparable to the above will also be considered.

PSYCHOLOGY—Instructor/Assistant Professor—Fall 1992—Pending Funding of Position. Temporary one year appointment with possible appointment to Tenure Track. Social or Personality with emphasis on Gender Issues. To teach graduate and undergraduate courses in Social Psychology and/or Personality Theory. Particular interest in applicants with specialization in Gender Issues and Human Sexuality, and multicultural emphasis. Active research in an applicable area expected. ABD in Psychology or related field, with completion of Ph.D. by May 1993 required. Ph.D. in Psychology preferred. Credentials and experience substantially comparable to the above will also be considered.

Send letter of application and resume with names, addresses and telephone numbers of three references to: Dr. Douglas Engwall, Chairperson, Psychology Department, CENTRAL CONNECTICUT STATE UNIVERSITY, New Britain, CT 06050-4010. Review of candidates will begin on April 22, 1992.

CCSU is an AA/EEO employer. Women, minorities, the handicapped and veterans are encouraged to apply.

Consulting Psychology: Consulting Psychologist, Center for Counseling and Guidance, University of Minnesota, Fall, 1993. Duties include, but are not limited to, individual and group testing, oral and written communication, and research. A doctorate in counseling psychology or related field and previous experience in counseling college students is required. Applicants must be licensed as a psychologist in Pennsylvania or eligible with 1500 hours of predoctoral supervision under a licensed psychologist. Counseling is at least one of the following areas should be demonstrated: career counseling, eating disorders, marital counseling, substance abuse or abuse relationships. Full consideration will be given to applications received by June 1, 1992. Send letter of application, resume, and three letters of reference to: Dr. Robert Newby, Director, Center for Counseling and Guidance, University of Minnesota, 111 Hall 115B-02, P.O. Box 100, Miller, MN 55128-0102. An Affirmative Action, Equal Opportunity Employer.

Consulting Psychology: Consulting Psychologist, The University of St. Thomas, the largest Catholic university in Minnesota, is seeking applications for a full-time position in the Department of Counseling and Guidance. The successful candidate will provide outreach and consultation to the college community and supervise clinical students in Counseling and Guidance. The position is a full-time, year-round position with a salary commensurate with experience. Send letter of application, resume, and three letters of reference to: Dr. Robert Newby, Director, Center for Counseling and Guidance, University of Minnesota, 111 Hall 115B-02, P.O. Box 100, Miller, MN 55128-0102. An Affirmative Action, Equal Opportunity Employer.

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UNIVERSITY OF WYOMING

The University of Wyoming makes its home at 7,200 feet in a magnificent land surrounded by mountains and national forests. Located in Laramie, a community of 26,000, the University is the State's only four-year school; enrollment is approximately 12,000 students. Our College of Education has distinguished itself not only as Wyoming's center for teaching and learning, but also as a national leader in the development of schools and teachers for the 21st Century, and has been selected as a national test site for the simultaneous renewal of teachers to fill the following tenure-track positions. In addition, we will be expected to spend part of their time contributing to a new learning.

Educational Leadership—Associate Professor
The Unit of Educational Leadership is implementing an outcome-based curriculum for the preparation of school central office administrators. The candidate should possess an earned doctorate in education, administrative background (a closely related field) and a public school teaching experience in the school superintendent and/or central office service activities. Appropriate research, publication, and administrative background that will enable graduates to work collaboratively with the existing faculty to develop graduates who can demonstrate effectiveness in the school superintendent and/or central office service activities are inherent in the position. We prefer applicants who have a strong background in curriculum, assessment, and/or change processes. Salary is competitive. Contact Dr. Peggy Basom, Search Committee, Division of Leadership, Educational Studies, and Human Development.

Educational Leadership—Assistant Professor
The Unit of Educational Leadership is implementing an outcome-based curriculum for the preparation of school central office administrators. The candidate should possess an earned doctorate in education, administrative background (a closely related field) and a public school teaching experience in the school superintendent and/or central office service activities. Appropriate research, publication, and administrative background that will enable graduates to work collaboratively with the existing faculty to develop graduates who can demonstrate effectiveness in the school superintendent and/or central office service activities are inherent in the position. We prefer applicants who have a strong background in curriculum, assessment, and/or change processes. Salary is competitive. Contact Dr. Peggy Basom, Search Committee, Division of Leadership, Educational Studies, and Human Development.

Mathematics Education—Assistant Professor
Candidates should have a doctorate in mathematics education and have at least three years of public school teaching experience. The position will entail the development and teaching of methods courses in mathematics education for both elementary and secondary education majors. In addition, the successful applicant will be expected to conduct graduate level seminars in mathematics education and to work with the mathematics department in developing and teaching mathematics courses. The position also involves some undergraduate advising as well as directing Master's and Ph.D. students. Participation in outreach and coordination of the mathematics curriculum in our laboratory school will also be expected. Salary will be commensurate with experience and qualifications. A personal microcomputer will be provided. In addition, a reduced teaching load to accommodate funding and research will be made available. Contact Dr. Joseph Stepien, Search Committee, Division of Leadership, Educational Studies, and Human Development.

Fine Arts Education—Assistant Professor
This position requires instruction in strategies of teaching as well as fine arts component of an interdisciplinary elementary education methods course at the undergraduate level. Research and service are expected. Requirements: Doctorate in Curriculum and Instruction or related field with emphasis on fine arts, education, music education, visual arts education, or Instructional Technology. Experience in these areas is desired; minimum of three years' public school teaching experience or the equivalent; evidence of productivity in the fine arts areas; and the ability to develop collaborative relationships with colleagues across campus, public schools, and the fine arts community. Contact Dr. Thomas Smucker, Search Committee, Division of Leadership, Educational Studies, and Human Development.

Application Procedure:
Interested candidates should send a letter of application, vita, and three letters of reference to the Chair of the Search Committee at the University of Wyoming, University of Wyoming, Box 3374 University Station, Laramie, WY 82071. Review of applications will begin April 15, 1992, and will continue until the positions are filled. All appointments are made pending funding and Board of Trustees approval.

The University of Wyoming is an Equal Opportunity, Affirmative Action Employer.

Assistant/Associate Professor
Social/Psychological Aspects of Dress

9 Month Tenure Track Position
September 1, 1992

Ph.D. in Clothing and Textiles or related field, demonstrated experience in teaching and scholarship. Salary commensurate with experience and qualifications.

Send CV and three references by April 13, 1992 to: Dr. Patricia Warner, Search Committee Chair, Department of Consumer Studies, Salem Hall, University of Massachusetts/Amherst, Amherst, MA 01003. An Affirmative Action/Equal Opportunity Employer.

Send your resume to: The Chief Librarian, 11150 Santa Monica Boulevard, #100, Los Angeles, California 90025. Phone call will not be accepted.

Development/Development Director: For the Humanities Development Director to develop and manage a fund raising program, including grant writing, public relations, and corporate and governmental relations. The position is a full-time, year-round position with a salary commensurate with experience and qualifications. Send letter of application, resume, and three letters of reference to: Dr. Michael Sarty, Search Committee, Division of Leadership, Educational Studies, and Human Development.

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ITHACA COLLEGE

The Television-Radio Department of the Roy H. Park School of Communications of Ithaca College seeks candidates for a new, tenure-eligible position beginning August 15, 1992.

Roy H. Park School of Communications

The successful candidate must have demonstrated expertise in one or more of the following areas: communication technologies, communication law, government and media, critical/cultural studies of mass communication, mass media research methods, mass media effects. The candidate must be responsible for introductory and advanced courses in these areas as part of departmental core requirements. In addition, this individual should be able to develop and teach courses within the liberal arts specialty.

Ph.D. in communications or related field and successful teaching experience are required; A.M.'s also considered. Commitment to liberal arts education within a professional program also required. Rank open, depending upon experience and qualifications.

Send letter of application, along with names, addresses and telephone numbers of three references to: Dr. John Huchheimer, Chair, Search Committee, Television-Radio Department, Roy H. Park School of Communications, Ithaca College, Ithaca, New York 14850; (607) 254-2324.

Screening of applications begins immediately. However, applications will be accepted until the position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 6,400 students. It is located in the Finger Lakes Region of central New York.

Ithaca College is an Equal Opportunity, Affirmative Action Employer.

UNIVERSITY OF ARKANSAS AT MONTICELLO

DEPARTMENT OF FOREST RESOURCES

The Department of Forest Resources, University of Arkansas at Monticello, seeks applicants for tenure track positions in teaching and research. The Department recruits persons with particular competence in Forest Management, Economics, Administration, Policy, Biometrics, Mensuration, Recreation, and Wildlife Management or related fields. Experience with GIS would be desirable. Since multiple positions are funded, the University must assign teaching-research responsibilities among disciplinary areas according to the particular qualifications and interests of applicants. Research responsibilities require continuing existing funding sources as well as developing new research programs emphasizing interdisciplinary approaches in forest resource management. Candidates must have a doctorate and experience in at least one of the listed specialties or a closely related field with one degree in forestry. Candidates with broader disciplinary backgrounds will receive preference. Salary and rank depend on qualifications.

Send letter of application, resume, with names,

THE UNIVERSITY OF TEXAS AT SAN ANTONIO Position Reopened DIRECTOR, OFFICE OF MINORITY AFFAIRS AND INTERNATIONAL STUDENTS

Job Description: The Director of the Office of Minority Affairs and International Students is to assist and coordinate efforts toward the recruitment, retention, and career planning of minority students and to provide leadership within the university community to address minority issues and bring a multicultural awareness to the campus. The Director will work closely with all segments of the University, but especially those offices whose major responsibilities are academic support, academic advising, financial aid, recruitment, retention, student development, campus programming and career planning and placement. The Director will also supervise the Coordinator, International Students and Study Abroad Program.

The Director of the Office of Minority Affairs and International Students reports to the Vice President for Student Affairs, and is responsible for the supervision of all activities, projects, personnel, budgets, and other aspects of the office. The Director will be limited to, but not limited to, the following:

- Coordinate efforts which support the academic achievement, academic support services, orientation, retention, and career planning and placement of minority students.
- Work cooperatively with all offices to develop sensitivity across campus to the needs of minority students through education, counseling, programming, and other means.
- With assistance from other University offices and departments, provide resources and assistance to minority student groups on campus to aid in academic support, financial aid, student employment, recruitment and student development.
- Develop and coordinate efforts with academic areas, services and programs across campus to serve the needs of minority students.
- Supervise the activities and staff coordination for International Students and the study abroad clearinghouse to support the university's strategy toward a stronger international focus.
- Provide University leadership for developing programs for minority students.
- Identify resources to further promote multicultural awareness and serve minority student needs such as the Title IV Extended Opportunity Grant or Student Support Services Grant or community support opportunities.
- Coordinate assessment of study skills of minority students.
- Continuously evaluate and plan for needs of the Office of Minority Affairs and International Students through the University process.

Qualifications: Minimum Requirements: The Director of the Office of Minority Affairs and International Students must have a minimum of a Master's degree in Student Development, Education, Psychology, or other related field and have no less than two years of related professional experience working with students in a multicultural university setting. The Director must have direct experience with a multicultural or minority program in higher education. The Director should demonstrate an understanding of and successful experience in working with minority college students and have prior supervisory experience. The Director should be able to demonstrate strong verbal and written communication and interpersonal skills.

Preferred Requirements: Spanish/English Bilingual. **Salary and Starting Date:** Salary commensurate with education and experience. Starting date can be as soon as July 15, 1992. **To Apply:** Send letter of application, vita, and the names and phone numbers of three references to Dr. Bobbie Hernandez, Vice President for Student Affairs, 6900 North Loop West, The University of Texas at San Antonio, San Antonio, Texas 78249-0602, by May 25, 1992. Women and minorities are encouraged to apply.

UTSA is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

New York University DIRECTOR OF DEVELOPMENT School of Social Work - Gallatin Division

NYU's Development Office seeks immediate nominations and applications for the Director of Development for the School of Social Work and the Gallatin Division. The Director of Development reports to the Deans of the schools and to the Director of University Development. He/she is responsible for the direction of all development efforts, identification and solicitation of major gift prospects and the development of foundation and corporate proposals.

Candidates should have 1-3 years experience in fundraising. Excellent writing and communication skills are essential. A Bachelor's Degree (or equivalent) is required. An advanced degree and higher education fundraising experience are preferred. NYU offers excellent benefits including FREE NYU tuition for self and dependents, health, life insurance, retirement and dental plans. Letters of application should be sent to: NYU Development Office, 25 West Fourth Street, 4th Floor, New York, NY 10012. Active Learning. NYU encourages applications from women and members of minority groups.

Financial Aid Director of Financial Aid: Responsible for administering financial aid programs including interpretation of regulations, awarding scholarship, advice to students and parents, determination of eligibility for student aid funds and administration of scholarship awards. The Director will also supervise the Financial Aid Systems (FASIS) and the Financial Aid Office. The Director will be responsible for the development and implementation of financial aid programs. The Director will be responsible for the development and implementation of financial aid programs. The Director will be responsible for the development and implementation of financial aid programs.

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NOTICE OF VACANCY DIRECTOR OF THE DIVISION OF MUSIC UNIVERSITY OF TEXAS AT SAN ANTONIO

POSITION: The University of Texas at San Antonio seeks a qualified person to serve as Director of the Division of Music. The University seeks a dynamic and creative leader to lead a division of the university which will provide leadership in developing excellence in both undergraduate and graduate music degree programs.

RESPONSIBILITIES: The Director of the Division of Music reports to the Dean of the College of Fine Arts and Humanities and has broad responsibilities for all matters pertaining to the music faculty, the music curriculum, music facilities and equipment, music fund raising, and music budgets. He/she represents the music division to the university and to the community. In addition to administrative responsibilities, the director will teach one course per semester.

QUALIFICATIONS: The Director must demonstrate intellectual vision and the skill and vision to implement divisional goals. The successful candidate must have an earned doctorate in music, an outstanding record of teaching and scholarship, and a minimum of five years' experience as the head of a music unit (chairman, director, dean, or head of a division, department, or school of music). Success in faculty recruitment and personnel management, music curriculum development, and budgeting must be demonstrated. Experience in leading a music unit through a successful NASM evaluation is desirable. Preference will be given to the candidate whose teaching expertise is in an area which matches the division's needs, such as popular/commercial music or theory/composition.

APPLICATION INFORMATION: This position has a starting date no later than September 1, 1992. Salary commensurate with qualifications and experience. Applications must be received by April 15, 1992. Persons who possess the qualifications outlined above should send a letter of interest, resume, and the names, addresses and telephone numbers of at least three references to:

Dr. Donald A. Hodges, Chair
Division of Music
University of Texas at San Antonio
6900 North Loop 1404 West
San Antonio, TX 78249-0601

The University of Texas at San Antonio is an Affirmative Action, Equal Opportunity Employer. Minorities and women are specifically encouraged to apply.

PACIFIC UNIVERSITY

Director of Career Services: Pacific University is seeking a dynamic, self-motivated individual for an anticipated position as Director of Career Services beginning with the 1992-1993 academic year. This is an opportunity to establish a comprehensive program primarily for undergraduate students in our College of Arts and Sciences. Strong program planning, counseling, and job search skills are essential, as is the ability to work effectively with a dedicated staff. Developing relationships with potential employers will be a major responsibility as well. A Master's degree is preferred, but experience may be substituted in lieu of an advanced degree. To apply, send a letter of interest, a resume, and the names of three references by April 15, 1992, to: Mr. Greg O'Hara, Dean of Students, Pacific University, Forest Grove, Oregon 97116.

Resident Director Professional: Full-time, 12-month position. Responsible for advancing comprehensive student development program with 100-200 residents plus additional program responsibilities. Bachelor's degree required. Master's preferred. Competitive salary plus room and board and full benefits package. Will interview at Western Placement Conference on April 8 or 9 or send resume and names, addresses, and telephone numbers of three references by April 15, 1992, to: Mr. Eric O'Hara, Director of Search Committee, Pacific University, Forest Grove, Oregon 97116.

Please call David Ostermeier at (503) 359-2212 to request description for either of the above job descriptions.

Pacific is a small, selective University with a College of Arts and Sciences, and Pacific is a small, selective University with a College of Arts and Sciences, and Pacific is a small, selective University with a College of Arts and Sciences.

WAKE FOREST UNIVERSITY Office of Residence Life and Housing

Professional Hall Director: Direct a residence hall or complex of several residential, dorms, and medical centers with housing 250-300 students. The director will be responsible for 10-12 Resident Advisors, coordinating programming efforts, advising the House Council, supervising the maintenance and upkeep of buildings, and counseling students. In addition to these duties will be the annual planning and coordination of the annual off-campus housing coordination, departmental research, summer conferences or summer school housing, leadership training and departmental programming. Bachelor's degree required. Master's preferred. Two years experience in residence life or 10 or more years in a college or university setting. The Director must have direct experience with a multicultural or minority program in higher education. The Director should demonstrate an understanding of and successful experience in working with minority college students and have prior supervisory experience. The Director should be able to demonstrate strong verbal and written communication and interpersonal skills.

Foreign Languages Language Lab: Full-time, open to three years, beginning August, 1992. Appropriate training and experience to direct the language laboratory (audio, video, computer and teaching materials) of German and Spanish. Strong communication skills to undergraduate education and student development. The successful candidate will be responsible for the development and implementation of language laboratory programs. The Director will be responsible for the development and implementation of language laboratory programs. The Director will be responsible for the development and implementation of language laboratory programs.

German Concorde College's (Montreal) Institute for German Studies in Berlin: The Institute is seeking applications for the Director of the Institute, P.D. or S.D. or M.D. preferred. A.D. considered. Advanced degree in German studies or related field. The Director will be responsible for the development and implementation of German studies programs. The Director will be responsible for the development and implementation of German studies programs. The Director will be responsible for the development and implementation of German studies programs.

Geography: Wake Forest University, Winston-Salem, NC 27157. The Director will be responsible for the development and implementation of geography programs. The Director will be responsible for the development and implementation of geography programs. The Director will be responsible for the development and implementation of geography programs.

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DIRECTOR OF UNDERGRADUATE ADMISSIONS

The Wichita State University invites applications or nominations for the position of Director of Undergraduate Admissions. The Director reports to the Associate Vice President for Academic Affairs and has responsibility for administering all activities, personnel, management information systems, and budgets involved in the recruitment and admissions of undergraduate students in an urban university with more than 15,000 students where more than 50 percent are nontraditional age and more than 50 percent are part-time. Staffing in the Undergraduate Admissions office includes 17 full-time professional and support staff.

Qualifications: A master's degree minimum with demonstrated and documented success in:

- planning and implementing admissions marketing strategies in a four-year academic institution;
- communication and interpersonal interaction with diverse constituencies such as faculty, traditional and nontraditional students, high school administrators and counselors, deans, alumni;
- management;
- planning and monitoring of budgets;
- staff selection, staff development, and team building;
- developing and monitoring computerized management information systems.

A letter of application, curriculum vita, and the names, addresses, and phone numbers of three references who can attest to the applicant's success in the above stated qualifications or nominations of individuals for the position should be sent to:

Dr. Martha Shaver
Acting Associate Vice President for Academic Affairs
The Wichita State University
1845 Fairmount
Wichita, KS 67208-1595

Deadline for applications: April 15, 1992, or the first of each month thereafter until the position is filled. Salary range is for a twelve month contract with standard benefits. The position is available July 1, 1992.

The Wichita State University An equal opportunity/Affirmative Action Employer

BROOKLYN LAW SCHOOL ASSOCIATE LIBRARIAN FOR TECHNICAL SERVICES

The Library is seeking qualified applicants for the position of Associate Librarian for Technical Services. The position is for a full-time individual who recognizes the significant role of technical services throughout all aspects of library operations.

Responsibilities: Includes the administration and management of the cataloging, acquisitions, and serials functions of the library, including library automation, preservation, processing and binding operations. This individual will be particularly active in the reorganization of the library's collection and operations in the new library facility to be completed in the Fall of 1993. The position involves the supervision of a professional librarians and 6 support staff, as well as extensive liaison with members of the other library departments. The individual reports to the Law Librarian and works with the Associate Librarian for Public Services to coordinate all library operations and activities.

Qualifications: ALA-accredited MLS degree; J.D. preferred. Demonstrated supervisory experience in Technical Services, preferably in academic law libraries. Thorough knowledge of OCLC and the INNOVACON/PAC systems necessary. Salary is commensurate with qualifications and experience; excellent fringe benefits provided.

Brooklyn Law School: a private, independent institution, is one of the largest law schools nationally. The school is located in historic Brooklyn Heights, just across the river from Wall Street and Lower Manhattan.

Applications: Position available June 15, 1992. Interested candidates should submit a letter of application, resume, and three professional references with addresses and telephone numbers to:

Professor Bern Robbins
Brooklyn Law School Library
250 Joralemon Street
Brooklyn, New York 11201

Brooklyn Law School is an equal opportunity employer.

work: Art History: direct Gallery Program. Includes letter of introduction; curriculum vitae with exhibition record; unofficial transcript; and three letters of reference by April 29, 1992. MFA required. A minimum of two years' college or university level teaching experience required. Credit will be given for relevant cultural and volunteer experience. Teach graphic design, printmaking, drawing and sculpture courses. Maintain the performing studio. Send letter of interest, three letters of recommendation, vita, and slides of own and student work to: Karen Kryska, Chair, Salt Lake City College of Music, 700 Terrace Street, Salt Lake City, Utah 84143-0001. Review process begins April 15 and continues until position is filled. AA/EEO.

Health/Physical Education: Full-time position to teach in integrated HPS program which is modified physical education in Physical Education and 2 years college level teaching experience required. Applicant must be able to teach in a health/physical education setting. A minimum of two years' college or university level teaching experience required. Credit will be given for relevant cultural and volunteer experience. Teach graphic design, printmaking, drawing and sculpture courses. Maintain the performing studio. Send letter of interest, three letters of recommendation, vita, and slides of own and student work to: Karen Kryska, Chair, Salt Lake City College of Music, 700 Terrace Street, Salt Lake City, Utah 84143-0001. Review process begins April 15 and continues until position is filled. AA/EEO.

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Drexel University

Advanced Manufacturing Center Director

Drexel University is seeking a director for a newly established manufacturing center. This center is envisioned as a university/industry research effort which has strong potential for state support. The center will perform research and advanced engineering in the broad field of manufacturing technology which may include automation, sensors, robotics, CBI and new methods for materials processing, and control. The center may also have a future educational component which supervises undergraduate, graduate and industrial training courses in the general area of manufacturing.

The director, who reports to the Dean of Engineering, should hold a doctorate and must qualify for a tenured professorship in one of the five departments with the College of Engineering. Experience in the broad field of manufacturing is highly desirable. An accomplished record of multidisciplinary research is essential. The director must also have a future educational component which supervises undergraduate, graduate and industrial training courses in the general area of manufacturing.

The principal activity of the director will be managing and development of the center through large interdisciplinary collaborative projects. However, the director may also carry out some teaching and individual research, as well as administrative, communication and managerial skills are therefore essential. The director must be able to work effectively with diverse external constituencies as well as university faculty, administrators and development officers.

Drexel University is Philadelphia's second largest private institution of higher learning and is developing a broad reputation for its strengths in technology, and the philosophy of an integrated engineering curriculum. The College of Engineering is composed of five departments: Chemical Engineering, Civil and Architectural Engineering, Electrical and Computer Engineering, Mechanical Engineering, and Aerospace Engineering and Mechanics. The College also includes three multidisciplinary institutes: Biomedical Engineering and Science, Environmental Studies, and Cosmological Research Institute. The university is strategically located in the Delaware Valley, a major industrial corridor between New York and Washington, D.C. The College of Engineering has a strong commitment to interdisciplinary research and has recently completed the construction of a Center for Automated Technology, which will house the Advanced Manufacturing Center as well as the Department of Chemical Engineering.

Drexel University is strongly committed to affirmative action. We encourage applications from veterans, the disabled, and other minority groups. Review of applications will begin April 15, 1992. Applications received by that time will be given first consideration.

Please direct nominations and applications including the names and addresses of three references to:

Dr. Ibad I. Kameel
LeBow Engineering Center-Kroom 144
College of Engineering
Drexel University
Philadelphia, PA 19104

MANAGER OF ACADEMIC RESOURCES UCSD Bookstore University of California, San Diego

The successful candidate will assist the Bookstore Director in research, planning, development and implementation of a custom publishing program using traditional and electronic sources; develop electronic databases for custom publishing; create marketing programs and share in senior management responsibilities.

Qualifications: include experience in college publishing, knowledge of an academic environment, the Bookstore and its functions as an academic support unit. Excellent supervisory/management skills, knowledge of marketing techniques and microcomputer hardware and software for implementing new systems required.

Salary range: \$37,800-\$56,700. Applications must reference Job #100315-S and be received by 5/8/92. Full details available in Employment Office. Apply to: UCSD Personnel Dept. 0922, 10280 N. Torrey Pines Rd., Ste. 266, La Jolla, CA 92038. AA/EEO.

UCSD

Health Services Administration: Health Services Administration (HSA) College, New York 14550. HSA College is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

History: European Third World tenure track assistant or associate professor beginning August 1992. Ph.D. with a strong background in European and Third World history. Possible courses: European History, Modern World, 20th Century Europe, Russian History, History of China, Hmong/Indochinese, and related areas. Salary and rank commensurate with experience. Send letter of application, curriculum vitae, and at least three references to: Dr. Jim Goudine, Vice President, HSA College, 447 East College, Jacksonville, FL 32208. Phone (917) 475-7016. Deadline is April 15, 1992. AA/EEO.

History: Assistant Professor of European History, tenure-track position to begin April 16, 1992. A strong commitment to teaching and research is required. Send letter of application, curriculum vitae, and at least three references to: Dr. Jim Goudine, Vice President, HSA College, 447 East College, Jacksonville, FL 32208. Phone (917) 475-7016. Deadline is April 15, 1992. AA/EEO.

MANAGER, STUDENT LOANS

Vanderbilt University invites applications for the position of Manager, Student Loans. The Manager is responsible for directing and managing the billing and collection of Student Loans Receivable for the University. The individual provides leadership in establishing policies and procedures which result in prompt collection of student loans.

Applicants should have 2-3 years experience in a similar position, including accounting background and experience with automated systems and PCs. Proven oral and written communication skills and demonstrated ability to interact effectively with others. A Bachelor's Degree in Business Administration or Accounting is required. Send resume to: Vanderbilt University, Recruitment and Staffing, Station B, Nashville, TN 37235. Attn: Manager, Student Loans Recruiters.

"Vanderbilt University is an equal opportunity, affirmative action university."

Nursing Program Coordinator

Full-time tenure track faculty position at a community college located in the Puget Sound region of Washington State. Requires MSN & 5 years' exp. teaching in ADN program. Guaranteed consideration date: April 30, 1992. For info, and application, contact: JIR Dept., Tacoma Community College, 5900 S. 12th St., Tacoma, WA 98465; 206-566-5014. EOE/AA.

DIRECTOR OF PROSPECT MANAGEMENT AND RESEARCH CLAREMONT UNIVERSITY CENTER and GRADUATE SCHOOL

The Claremont University Center and Graduate School, a member of The Claremont Colleges, is seeking a Director of Prospect Management and Research to join its development staff.

The position is responsible for supporting the work of development officers by managing a comprehensive program of donor identification, research, and strategy, and managing and coordinating the solicitation process. This position and assigned staff are responsible for donor research and the management of the office's data base, gift records and computer system. The position is a member of the senior development team and requires a BA with 5 or more years' experience using high level skills in data management, prospect research and development.

Submit resume to: The Claremont Colleges, 150 E. 8th Street, Claremont, CA 91711; (714) 621-8048.

EOE/AA/MF

dergraduate education essential. Preference for candidates with a Ph.D., demonstrated teaching excellence at the college level, and additional expertise in post-graduate history. Send curriculum vitae, transcripts and three letters of recommendation to: Dr. Robert B. Campbell, Director of History, University of Southern Indiana, 800 University Boulevard, Evansville, Indiana 47712. AA/EEO.

History: Assistant Professor of History (pending availability of funds). Tenure track. Freshman History U.S., European History, History Department, University of Southern Indiana, 800 University Boulevard, Evansville, Indiana 47712. AA/EEO.

History: Assistant Professor of History (pending availability of funds). Tenure track. Freshman History U.S., European History, History Department, University of Southern Indiana, 800 University Boulevard, Evansville, Indiana 47712. AA/EEO.

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DEPAUL UNIVERSITY

ASSISTANT DIRECTOR SPONSORED PROGRAMS AND RESEARCH

Applications are requested for the position of Assistant Director in the Office of Sponsored Programs and Research. DePaul University is a private, comprehensive urban institution of 16,600 students on two major campuses in downtown Chicago, (Loop) and a near north side residential area (Lincoln Park). Its schools and colleges include Liberal Arts and Sciences, Commerce, Law, Music, Theatre, the School for New Learning, and a professional program in Education. The institution's long-range plans anticipate further growth in the next five years to an enrollment of 18,000 students. Graduate programs include 53 master's fields and 3 doctoral programs, in computer sciences, philosophy and psychology. DePaul is a dynamic, innovative institution, with a growing volume of external grants, reaching \$4 million in 1990-91.

Primary responsibilities of the Assistant Director include working with faculty members and administrators to develop external grant applications and budgets, and identifying and publicizing sources of funding. The Assistant Director will also assure compliance with agency guidelines and federal laws relating to funded projects. Additional responsibilities include presenting grant-related workshops, preparing proposals, analyzing grant data, and assisting faculty and administrators to develop proposals for internal funding.

Requirements for the position include an advanced degree, knowledge of federal and other grant agencies, faculty experience or experience with funded projects, and excellent oral and written communication skills. Knowledge of computer databases is also desirable.

The 12 month position is located at the downtown campus, but the Assistant Director will work with faculty from both campuses and from a wide variety of disciplines. Salary is competitive and benefits include medical and dental insurance, free tuition, pension, and four weeks of vacation.

The position is available on July 1, 1992. Review of applications will begin on April 15 and continue until the position is filled. Interested applicants should send a letter of application and a resume to:

Dr. Marjorie P. Plechowski, Director
Office of Sponsored Programs and Research
DePaul University
243 South Wabash Avenue
Chicago, IL 60604

DEPAUL UNIVERSITY PRACTICES EQUAL OPPORTUNITY IN EMPLOYMENT AND EDUCATION.

University of Wisconsin-Platteville ALUMNI PROGRAM MANAGER

The Alumni Program Manager directs, leads, and manages the university's alumni relations program. Responsibilities include maintaining regular contact with approximately 30,000 alumni through established publications; planning and implementing alumni activities and programs, on and off campus; serving as liaison to the alumni association and its constituent chapters; working with other university organizations to write in matters pertaining to alumni affairs; and assisting with the development program. Minimum qualifications include a bachelor's degree in an appropriate discipline with a minimum of three years of successful experience in alumni development or an allied field; skills in public speaking, writing, and planning; and excellent communication, organizational, and interpersonal skills.

This is a 12-month academic staff position; salary commensurate with qualifications and experience. The position is available July 1, 1992. Deadline for receipt of applications is Friday, April 24, 1992. An alphabetical list of all names and addresses, without affiliation, may be released following the closing date. Send letter of application, resume, transcripts, and a listing of 3 references to:

University of Wisconsin-Platteville
Alumni Program Manager Search & Screen
414 Karmann Library
One University Plaza
Platteville, WI 53818-3099

LWI-Platteville is an Affirmative Action, Equal Opportunity Employer. Women and minority group members are especially encouraged to apply. Founded in 1866, the University of Wisconsin-Platteville enrolls 5,000 students in primarily undergraduate programs leading to degrees in agriculture, engineering, education, the arts and sciences, and business, industry and communications. The campus is located in scenic southwest Wisconsin's largest and most historic community. The university is home to the Wisconsin Shakespeare Festival and is recognized as a cultural and educational center for the entire region of Iowa, Illinois, and Wisconsin.

7/22/92-4/30/92, no later than April 27, AA/EEO.

Hospitality Services Instructor for Hospitality Services Program: Submit letter of application, vita, and three letters of reference by April 14, 1992 to: Dr. Leonard M. Gold, Director, Hospitality Services Program, 1000 University Plaza, P.O. Box 3198, Kent, Ohio 44242. Equal Opportunity, Affirmative Action Employer.

Institutional Research Coordinator: Cardinal Strick College is a Catholic, coeducational, liberal arts college enrolling 1,000 students. The Coordinator reports to the Vice President for Planning and Enrollment Management and assists in the development and administration of student assessment and retention in programs. The Coordinator will be responsible for the development and implementation of student assessment and retention in programs. The Coordinator will be responsible for the development and implementation of student assessment and retention in programs.

Industrial Technology Electronics Coordinator: Associate Professor. Doctorate in Industrial Technology. Experience in Industrial Technology. Send letter of application, curriculum vitae, and three letters of reference to: Dr. James R. Hayes, Department of History, Louisiana State University, Baton Rouge, LA 70803. AA/EEO.

areas of production and operations management, human resource management and strategy/policy. The candidates are also expected to engage in research and teaching in their respective disciplines and to communicate with qualifications and experience in the areas of business and management education in a broad and a narrow context. Candidates should have specialized knowledge in at least one of the desired areas of specialization. The areas of specialization applications must include a résumé and curriculum vitae, the names, current addresses and telephone numbers of three references, one of whom must be your current employer. Applications should be sent to: Dr. J. D. Griffin, Chair of the Search Committee, Department of Management, 107 McHutchison Hall, University of Western Australia, Perth, Western Australia 6009, Australia. Applications will begin April 15, 1992, and will continue until the position is filled. The University is an Equal Opportunity Employer and encourages applications from women and minorities.



Dean of Human Resource Development Brookdale Community College

Letters of application and nomination are invited for the position of Dean of Human Resource Development. The position is responsible for all aspects of personnel administration, hiring, salary and compensation management, and contract management and will play a major leadership role in human resource development planning. The position is a senior level administrator reporting to the President and is a member of the President's Cabinet.

Brookdale is a nationally-recognized institution completing twenty-five years of dedication to total student development and community service. Having completed its first year with a new President, Brookdale seeks an individual committed to progressive human resource leadership in a two-year college setting who will participate in Brookdale's development into the twenty-first century.

Brookdale is an innovative and comprehensive open-admissions, two-year college offering A.A., A.S., and A.S. degrees and certificate programs in approximately 80 academic areas. The campus is located in an attractive area of Monmouth County, New Jersey, 50 miles south of New York City. The county's population is diverse, and the college maintains four community learning centers which provide education to the urban communities of the county. The college enrolls approximately 13,500 credit students (7,300 FTE) and 21,000 students in non-credit programs. Brookdale employs approximately 1,300 full- and part-time staff.

MINIMUM QUALIFICATIONS

- Master's degree in Personnel Administration or related field with significant experience in labor relations, arbitration, wage and salary administration, benefits management, collective bargaining and contract management, NLRA, AA/EEO, and other related human resource areas.
- Six years of progressive experience in personnel administration or employment relations is required.

DESIRED QUALIFICATIONS

- Personnel work and experience in higher education setting.
- Knowledge of government regulations relevant to AA/EEO.
- Familiarity with in-service and staff development training.
- Knowledge of and experience with computerized personnel and related business systems.
- Direct involvement in collective bargaining negotiations.

APPLICATIONS

The review of credentials will begin on April 20, 1992, and will continue until the position is filled. Nominations and applications should be sent to:

Dr. Webster B. Trammell, Chair
Human Resource Development Search Committee
Brookdale Community College
Newman Square Road
Lincroft, New Jersey 07738

All inquiries, nominations and applications will be held in the strictest confidence. Brookdale Community College is an equal opportunity, affirmative action employer, and actively seeks nominations of and applications from minority and female candidates.

ASSOCIATE DEAN OF STUDENTS

The CUNY Medical School/Sophie Davis School of Biomedical Education is seeking an individual with interest/experience in undergraduate medical education to serve as Associate Dean of Students. This position is an administrative appointment with primary responsibility for the administrative supervision of student support services. These include but are not limited to: financial aid, disciplinary matters, counseling, off-campus housing, academic advising, student government and club activities.

Successful applicant will hold a Master's degree in Education or health related disciplines and at least 3 years experience in higher education. A Ph.D. is preferred. Experience working with highly motivated students in a multi-ethnic urban setting is desirable. Must possess skill and analytical ability to recommend effective education policy and formulate appropriate academic support systems; experience in supervision of professional staff and budget administration as well as knowledge of grant writing desirable; experience in or knowledge of health professions highly desirable.

Salary range is \$70,228 to \$92,228, commensurate with qualifications and experience. Applicants should submit curriculum vitae, and references by June 5, 1992 to: Dean Stanford A. Roman, Jr., M.D. The City University of New York Medical School, The Sophie Davis School of Biomedical Education



The City College of New York
138th Street and Convent Avenue
New York, New York 10031
An AA/EEO Employer M/F

studio teaching competence. Low brass specialization preferred. Other applied areas such as keyboard or string considered. Responsibilities include academic and administrative leadership of a music department at work to improve student recruiting, meet, academic development, and fiscal management. Submit letter of application addressing the qualifications above. Three letters of recommendation sent directly to: Linda, and transcripts of college and university work, to Dean Kenneth L. O'Brien, 11400 College, McMinnville, Oregon 97128. Screening begins April 27, 1992. AA/EEO.

Music College of the Redwoods in Eureka, California, needs Music Instructor. Full time tenure track position on the beautiful Pacific North Coast, \$29,122 to \$44,538. Starts August 13, 1992. Application deadline: April 15, 1992. For consideration, send letter of application, curriculum vitae, and three letters of recommendation to: Dr. David L. O'Brien, 11400 College, McMinnville, Oregon 97128. Screening begins April 27, 1992. AA/EEO.

PURDUE UNIVERSITY CALUMET Hammond, Indiana

Applications and nominations are invited for the position of
DEAN OF THE SCHOOL OF LIBERAL ARTS AND SCIENCES
Starting Date January 1, 1993

The School of Liberal Arts and Sciences includes eight departments: Behavioral Sciences, Biology, Chemistry and Physics, Communication and Creative Arts, English and Philosophy, Foreign Languages and Literatures, History and Political Science, and Mathematics. Computer Science, Statistics, Associate, baccalaureate, and master's degrees are offered in 35+ areas. The school also includes the Child Care Center, the Family Studies Center, the Gerontology Center, and Women's Studies. Full-time faculty in the School number 124 (F91). Located in Hammond, Indiana, a suburban metropolitan area adjacent to Chicago, PUC is a comprehensive commuter university of 9,000+ full- and part-time students.

The successful candidate will have the following characteristics:

1. an earned doctorate in a discipline within the purview of the School;
2. a record of personal academic accomplishment at the University level commensurate with appointment to the faculty at the rank of Professor;
3. administrative service, as evidenced by successful prior service as a dean or in chairing and academic department;
4. a demonstrated commitment to excellence in academic programs at all levels;
5. a commitment to making higher education accessible to the culturally diverse constituencies served by PUC;
6. a commitment to maintaining a campus environment that is welcoming and nurturing to a student body with diverse background and preparation;
7. a commitment to facilitating innovative faculty activities intended to further enhanced learning experiences for students, and to promote faculty development and professional growth;
8. a commitment to community partnerships to promote and enrich education, commerce, industry, culture, the arts, the professions, and government.

Applications must include: a letter of application including a personal statement of qualifications; an statement of the applicant's philosophy of academic administration in a university setting; a curriculum vitae; and names, addresses and telephone numbers of five professional references. Review of applications will begin on April 15, 1992. Send materials to:

Professor Dennis M. Barbour, Chair
LAS Dean Selection Advisory Committee
Purdue University Calumet
Hammond, Indiana 46323-2094

Purdue University Calumet is an Equal Access/Equal Opportunity University

COLLEGE CHAPLAIN

Hamilton College seeks candidates for the position of College Chaplain. The Chaplain is responsible for spiritual and pastoral care of the campus community and providing avenues for community outreach, including advising the student community service organization (HAVOC), administering the budget for the Chaplaincy, coordinating joint activities with the Catholic and Jewish Chaplains, and seeking ways to increase ecumenical understanding. The Chaplain will have primary responsibility for ministering to the religious needs of the Protestant community on campus, and will provide counseling on matters of faith and conscience to members of the campus community, support and advise student groups, and share with other Chaplains in off-campus at all College ceremonial functions.

The Chaplain reports to the Dean of Students, and is a member of the Student Life Division. Desired qualifications: Ordination in a Protestant denomination, previous experience working with college-age students, strong skills in pastoral counseling, and a demonstrated commitment to community service. A 10-month administrative appointment, salary is commensurate with qualifications and experience.

Hamilton College, chartered in 1812 and located in Central New York, is a highly selective, coeducational, independent, residential, liberal arts college, with 1650 students, and is an Affirmative Action, Equal Opportunity employer.

Nomination or application, résumé, and the names of three references, should be sent to Jan Coates, Dean of Students, Hamilton College, 198 College Hill Rd., Clinton, NY 13323 by April 17, 1992. Women and minorities are particularly encouraged to apply. The preferred starting date is August 1, 1992.

CLARK ATLANTA UNIVERSITY DEAN SCHOOL OF EDUCATION

Clark Atlanta University is seeking a dean for the School of Education. The dean is the chief administrative officer and academic leader of the School and reports directly to the President. The dean is expected to give leadership to the instructional, grantwriting, research and service activities of the School and influence decisions on faculty recruitment and resource allocation to build effective programs. The dean is also expected to establish partnerships with educational and business leaders and government officials to enhance the quality and resource base of the School's programs.

Qualifications: Earned doctorate in a field of education. A record of successful experience in teaching, educational management and leadership at the college/university level. Major administrative experience in public education will be favorably considered. Knowledge of accreditation requirements and experience in leading self-study exercises for both state and national accrediting agencies. All supporting documents: April 17.

Please send letters of application, vita, and three recommendations or names, addresses and telephone numbers of three references to: Dr. Edward Ross, Chair, Dean of Education Search Committee, Wright Hall, Clark Atlanta University, Atlanta, GA 30314.

Department: coordinate and support outreach activities between the Department and the community and public schools; include student development and administrative support as well as a long-range vision of the Department; oversee academic, personnel, curriculum, financial, and administrative matters of the



Chesapeake College P. O. Box 8 Wye Mills, MD 21679

Counselor

This is one of two counseling positions which provide educational, personal and career counseling to a diverse student body. Counselors provide initial academic advising to new students, teach college survival courses as well as provide workshops of general interest. The counselors will assist with off-campus advising, registration, and recruiting as necessary. Related duties include program development, administrative assistance as well as college community participation.

Required: Master's Degree in Counseling, student services or closely related field

Desired: Minimum of 5 years of prior experience working with students (preferably at a community college level) and a program record of initiating a wide range of workshops and services. The ideal candidate will possess significant prior experience in advising and assessment and student affairs administration experience.

Salary: \$31,294 to \$48,548, with a starting salary not to exceed \$39,940, subject to final budget approval, and dependent upon qualifications and experience. Liberal fringe benefits.

Associate Dean for Business and Technology

Chesapeake College has an opening for Associate Dean for Business and Technology. The Associate Dean will be responsible for overseeing the administrative, budgeting and academic duties of the Business and Technology cluster.

Required: Master's degree in business or technical field; teaching and administrative experience in career and technology education; evidence of leadership in career and technical education.

Desired: Earned doctorate in business or technical fields; teaching and administrative experience in career and technical education in community college; prior experience in developing tech-prep programs.

Salary: \$42,810 to \$56,412 with a starting salary not to exceed \$54,637, subject to final budget approval, and dependent upon qualifications and experience.

CHESAPEAKE COLLEGE is a fully accredited, publicly supported, regional community college offering 36 liberal arts and sciences, technical, and career programs. Located on 170 acres on Maryland's scenic rural Eastern Shore, Chesapeake College is only an hour away from Baltimore and Washington, D.C. and is easily accessible by U.S. Route 502.

Submit letter of interest and résumé, stating position applying for, to:

Mrs. Shirley C. Patchett
Personnel Department
Chesapeake College
P. O. Box 8
Wye Mills, Maryland 21679

For primary consideration, résumés should be postmarked by April 16, 1992. However, position will remain open until filled. Candidates who are considered for an interview must furnish a copy of all transcripts at time of interview.

Female and Minority applicants are encouraged to apply

DAYTONA BEACH COMMUNITY COLLEGE

DEAN OF ARTS AND SCIENCES

Daytona Beach Community College is a multi-campus comprehensive community college serving approximately 10,000 students. DEAC seeks a Dean of Arts and Sciences to oversee the academic and administrative responsibilities of the college's preparatory through university parallel courses in the liberal arts leading to the Association in Arts degree.

In addition to responsibilities for budget development, faculty development and evaluation and curriculum development, the dean will assume a leadership role in the following objectives identified in the college's Strategic Plan:

- Review and revision of developmental courses and programs;
- Review and revision of the core curriculum;
- Creation of an environment which supports and promotes cultural diversity among faculty, staff and students, and in the curriculum;
- An earned doctorate;
- Successful administrative experience in an academic setting;
- Successful teaching experience, preferably at a two-year college;
- Salary is low to mid 60's

Applications must include a cover letter and resume with names, addresses and phone numbers of three references. Closing date is April 30, starting date, August 1, if possible. Minor applicants are strongly encouraged to apply. Interested applicants please submit resume to: Human Resource Department, DAYTONA BEACH COMMUNITY COLLEGE, 1200 Volusia Ave., Daytona Beach, FL 32114, soe

Agency. Applications may be received at any time. Letters of application will be accepted until the position is filled. Send application materials to: Human Resource Department, Daytona Beach Community College, 1200 Volusia Ave., Daytona Beach, FL 32114, soe

Clark State College, Lexington, Ohio 45501. Applications will remain open until filled. AA/EEO.

Music Assistant Professor of Music (Full of 1992). Visual and Performing Arts Department. The Assistant Professor of Music will teach courses in the Department of Music, including Music Theory, Music History, Music Business, and Music Therapy. Additional responsibilities include helping to establish a major in the areas of music management and music therapy; working with faculty members in the Department of Music and coordinating artistic events and activities. The performance ensemble, directed by the Assistant Professor, is an integral part of the Department. The Assistant Professor will also be responsible for the development and maintenance of the Department's music library and for the development and maintenance of the Department's music business program. Salary range: \$21,000 to \$31,000. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. David L. O'Brien, 11400 College, McMinnville, Oregon 97128. Screening begins April 27, 1992. AA/EEO.

Clark State College, Lexington, Ohio 45501. Applications will remain open until filled. AA/EEO.

DEAN GRADUATE SCHOOL OF MEDICINE

THE UNIVERSITY OF TENNESSEE MEDICAL CENTER AT KNOXVILLE

The University of Tennessee Medical Center at Knoxville, a major component of the statewide patient care, education and research programs of The University of Tennessee, Memphis, invites applications and nominations for Dean of the Graduate School of Medicine.

The Graduate School of Medicine and the 602-bed University Memorial Hospital comprise The University of Tennessee Medical Center at Knoxville. This Center originated in 1956 as The University of Tennessee Memorial Research Center and Hospital. Since its origin, it has been an active tertiary care center. It has a free-standing basic science and clinical investigation research facility. The faculty of the Center is active in both graduate and undergraduate medical education, offering both residencies in most medical specialties as well as core and elective clerkships.

The Graduate School of Medicine was established by the University's Board of Trustees in 1991 to be the academic home for approximately 150 full-time faculty physicians, dentists and basic scientists who are located at the Medical Center. The Graduate School's primary missions are in graduate medical and dental education and in clinically relevant research.

The Graduate School has academic departments of anesthesiology, family medicine, internal medicine, medical biology, obstetrics and gynecology, oral and maxillofacial surgery and general dentistry, pathology, pediatrics, radiology, and surgery.

The Medical Center is located at the foothills of The Great Smoky Mountains National Park in East Tennessee, adjacent to the primary campus of The University of Tennessee and approximately thirty-five miles from Oak Ridge National Laboratory. The beautiful East Tennessee community offers superior accommodations and opportunities to enhance the quality of any lifestyle.

The candidates must have an M.D. degree and be qualified for the rank of Professor. A strong record of research and teaching accomplishment with substantial academic administrative experience is desired.

Applications from women and minority candidates are encouraged. Candidates are invited to send their curriculum vitae and names and addresses of three references to:

Dean's Advisory Committee
Edward Buonocore, M.D.

THE UNIVERSITY OF TENNESSEE Medical Center at Knoxville

1924 Alcoa Highway, Box U-105
Knoxville, TN 37920

Deadline for applications is July 1, 1992. The University of Tennessee is an Affirmative Action/Title IX/Section 504/ADA Employer.

Music Coordinator of Music Studies for instrumental performing arts program. Teach Music Theory and Music History. Must have a strong interest in musical theater and performance. Submit application consisting of letter of application, résumé, official transcripts of undergraduate and graduate education, and minimum of three letters of reference or placement packet to: Dr. Diana Sherrill, Music Department, Valley City State University, Valley City, North Dakota 58072-7001. Screening will begin on April 21, 1992. EOE/AAE.

Music, McMurry University, College of Arts and Sciences, Department of Music, Director of Bands. Qualifications: Earned doctorate or ABD preferred. Master's required. Demonstrated successful high school and college teaching experience. Must have strong interpersonal skills and ability to relate effectively to a wide variety of students and faculty. BEGINNING SALARY RANGE: \$27,600-\$33,000 depending on qualifications and excellent fringe benefits. Review of applications will begin on April 15, 1992. Send letter of application, résumé and three letters of reference to: Dr. Joseph T. Mark, Academic Dean, Castleton State College, Castleton, VT 05735.

Music Assistant Professor of Music (Full of 1992). Visual and Performing Arts Department. The Assistant Professor of Music will teach courses in the Department of Music, including Music Theory, Music History, Music Business, and Music Therapy. Additional responsibilities include helping to establish a major in the areas of music management and music therapy; working with faculty members in the Department of Music and coordinating artistic events and activities. The performance ensemble, directed by the Assistant Professor, is an integral part of the Department. The Assistant Professor will also be responsible for the development and maintenance of the Department's music library and for the development and maintenance of the Department's music business program. Salary range: \$21,000 to \$31,000. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. David L. O'Brien, 11400 College, McMinnville, Oregon 97128. Screening begins April 27, 1992. AA/EEO.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND Sir Wilfred Grenfell College VISUAL ARTS/ART HISTORY

Sir Wilfred Grenfell College, Memorial University of Newfoundland, invites applications for a tenure track position in Art History to begin September 1, 1992. The successful candidate should be able to teach courses in art history, Canadian art, and art and culture. The successful candidate should have a Ph.D. and teaching experience at the post-secondary level, although candidates with the A.A. may be considered. Rank and salary dependent upon qualifications and experience in accordance with the Collective Agreement.

The College teaches the first two years of Memorial University's Arts and Science curriculum and offers a Bachelor of Fine Arts degree. Planning is underway for the expansion to four-year degree standing status in Arts and Science. It is located in St. John's, a beautiful coastal city of Corner Brook with excellent recreational and cultural facilities and a population of 24,000.

A letter of application with a curriculum vitae, the names of three references should be sent to: Professor Arthur G. Gault, Chair, Department of Visual Arts, Memorial University of Newfoundland, Sir Wilfred Grenfell College, Corner Brook, NF A2B 6C9.

In accordance with Canadian immigration requirements, this advertisement is filed with the Canadian Consulate and is open to Canadian citizens and permanent residents of Canada.

Vanderbilt University ASSISTANT DEAN FOR ADMISSIONS AND MINORITY AND WOMEN STUDENT AFFAIRS The Graduate School

Duties: Coordination of admissions process for 42 graduate departments and programs—supervising a three-member staff and working with all departments of graduate studies; recruiting graduate students; and reviewing applications. Administrative responsibilities for minority fellowship programs—attending regional and national meetings, coordinating campus programs, writing grants and reports. Student affairs support—counseling students and working with graduate student groups. Possibility of teaching in the successful candidate's field.

Qualifications: Ph.D. required, preferably in an arts and science discipline.

Starting Dates: August 1, 1992.

Applications (including curriculum vitae and references) should be received by May 1, 1992. Materials should be submitted to: Kay Hancock, Information Officer, The Graduate School, Vanderbilt University, 411 Kilgus Hall, Nashville, Tennessee 37240.

Vanderbilt University is an Equal Opportunity.
Affirmative Action University.
Women and Minorities are Encouraged to Apply.

CASTLETON STATE COLLEGE

Associate Academic Dean

Twelve-month administrative appointment. RESPONSIBILITIES: Assists the Dean in the daily administration of the academic programs of the College; works with faculty members, committees and departments on curricular and other academic matters; oversees student academic problems; oversees a variety of academic administration functions including the coordination of the basic skills program. QUALIFICATIONS: Applicants must have an earned doctorate in the liberal arts at least 5 years of college-level teaching, some administrative experience desirable. The successful candidate will have strong interpersonal skills and the ability to relate effectively to a wide variety of students and faculty. BEGINNING SALARY RANGE: \$27,600-\$33,000 depending on qualifications and excellent fringe benefits. Review of applications will begin on April 15, 1992. Send letter of application, résumé and three letters of reference to: Dr. Joseph T. Mark, Academic Dean, Castleton State College, Castleton, VT 05735.

Adult considered. Learning Center Coordinator, part-time, BSN required, also available full-time. Salary commensurate with experience. Available August 1992. Send résumé to: Anne Harrison, Ed.D., R.N., Department of Nursing, Idaho State University, Pocatello, Idaho 83209. EOE.

Nursing: Full-time, tenure-track faculty position in Psychology/Mental Health, adult health available in N.L.N.-accredited baccalaureate and associate degree programs available in August 1992. Master's in Nursing with a clinical emphasis area required. Doctoral degree preferred. Academic rank and salary commensurate with experience and academic preparation. Send résumé and call letters to: Dr. David L. O'Brien, 11400 College, McMinnville, Oregon 97128. Screening begins April 27, 1992. AA/EEO.

Leadership Opportunities in Central California

ASSOCIATE DEAN OF INSTRUCTION
Academics - Kings River Community College

MINIMUM STANDARDS: Includes a master's degree. Criteria include extent of teaching experience, extent of experience as a department chair or coordinator; extent of experience developing and revising curriculum; extent of experience advising, monitoring, supervising, and evaluating faculty.

THE DIVISION: The Associate Dean of Instruction, Academics, will be responsible for the following departments: English/Foreign Languages, Fine Arts and Social Science, Physical Education and Recreation, and Science and Math. The four departments have 42 full-time and an average of 60 adjunct faculty members.

COMPENSATION: Salary is \$58,032 to \$73,104 based on amount of experience; plus \$1,044 for an earned doctorate.

Starting Date: 7/1/92 Filing Deadline: 4/20/92

To find out how you can become a member of the team, contact the Personnel Office at 1525 E. Weldon, Fresno, CA 93704, or call them at (209) 226-0720.

SEARCH RE-OPENED

THE COLLEGE OF SAINT ROSE

The College of Saint Rose invites applications and nominations for:

Dean of the School of Math and Sciences

The College of Saint Rose is an independent college, committed to the liberal arts and to professional programs. The College recently reorganized into four schools: Arts and Humanities, Business, Education, and Math and Sciences. The College serves 2,400 undergraduate and 1,200 graduate students. The 120 full-time faculty are student-oriented and are dedicated to the teaching-learning process. The College is pleasantly located in the culturally rich and diverse Capital Region.

The School of Mathematics and Sciences includes the following disciplines: biology, chemistry, physics, applied technology, physical education, math, computer science, sociology, social work and psychology. The School serves 455 FTE students with 27 full-time faculty and additional adjuncts.

Responsibilities: The dean will provide academic and administrative leadership for the School and will report to the Vice President for Academic Affairs. Responsibilities will include development and delivery of academic programs; faculty recruitment and development; evaluation; budget; implementation of policy and procedures; student progress; liaison with internal and external parties; some limited teaching.

- Qualifications:
- earned doctorate and credentials to qualify for appointment to rank;
 - record of successful college teaching and commitment to excellence in teaching;
 - demonstrated effectiveness in academic administration;
 - high level of verbal, written, interpersonal and collaborative skills;
 - ability to develop relationships with external sectors;
 - commitment to liberal education;
 - support for interdisciplinary and multicultural education;
 - energy, vision, and leadership.

The position will be available July 1, 1992. Applications will be kept in confidence and will be accepted until the position is filled.

Candidates should submit a letter of application, a résumé, and the names of at least three references with addresses and phone numbers to:

Vice President for Academic Affairs
The College of Saint Rose
432 Western Avenue
Albany, New York 12240

Equal Opportunity Employer. Minorities and women are urged to apply.

Nursing College of the Redwoods in Eureka, California, needs Nursing Instructor. Full time tenure track position on the beautiful Pacific North Coast, \$29,122 to \$44,538. Starts August 13, 1992. Application deadline: April 15, 1992. For consideration, send letter of application, curriculum vitae, and three letters of recommendation to: Dr. David L. O'Brien, 11400 College, McMinnville, Oregon 97128. Screening begins April 27, 1992. AA/EEO.

Nursing: Full-time, tenure-track faculty position in Psychology/Mental Health, adult health available in N.L.N.-accredited baccalaureate and associate degree programs available in August 1992. Master's in Nursing with a clinical emphasis area required. Doctoral degree preferred. Academic rank and salary commensurate with experience and academic preparation. Send résumé and call letters to: Dr. David L. O'Brien, 11400 College, McMinnville, Oregon 97128. Screening begins April 27, 1992. AA/EEO.

Nursing: Four faculty positions available in baccalaureate nursing program with emphasis in adult health nursing. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. David L. O'Brien, 11400 College, McMinnville, Oregon 97128. Screening begins April 27, 1992. AA/EEO.



CANISIUS COLLEGE

The Jesuit College of Western New York

Vice President for Academic Affairs

The Position: The Vice President for Academic Affairs reports to the President and is responsible for administering and coordinating all aspects of the instructional affairs of the College, formulating and implementing admissions policies, providing academic leadership to the faculty, making recommendations to the President in all matters concerning the appointment of the instructional faculty, encouraging faculty research, and encouraging curricular developments and institutional innovations, as well as other duties relevant to the supervision of academic programs at this college. The Vice President is responsible for supervising the enrollment management efforts of the College and coordinates the establishment of enrollment goals and policies. Those offices reporting directly to the Vice President include the academic deans and programs, the enrollment management system, the library, the computer center, and the registrar.

Qualifications: An earned doctorate is required as are teaching experience and a demonstrated record of success in academic administration. Candidates should be able to show a record of scholarly achievement and teaching success as well as an understanding and appreciation of the Jesuit philosophy of higher education. Experience in a Jesuit college or university will be favorably regarded.

The College: Founded in 1870, Canisius is a fully accredited, coeducational college with 3,000 undergraduate students, 500 graduate students, and over 20,000 active alumni. It is an independent Catholic college in the Jesuit tradition.

Application Procedure: Closing date for applications is May 1, 1992. Salary is commensurate with experience and qualifications, plus excellent fringe benefits. Applications should include a current resume and the names, addresses and telephone numbers of at least three professional references. Canisius College employs only persons lawfully authorized to work in the United States. All qualified persons are encouraged to apply. Correspondence should be addressed to:

Thomas E. Miller
Vice President for Student Affairs
Chair, Search Committee for the Vice President for Academic Affairs
Canisius College
2001 Main Street
Buffalo, New York 14208
(716) 889-2130

An Affirmative Action, Equal Opportunity Employer

ASSOCIATE DEAN FOR STUDENT AFFAIRS

School of Business Administration (SBA)
California State University, Sacramento (CSUS)

Reporting to the Dean, the Associate Dean is responsible for a broad range of academic programs and administration of student programs (i.e., advising, internships, recruitment, etc.).

Qualifications: An appropriate doctorate degree, with preference given to candidates holding a terminal business degree, and evidence of demonstrated administrative skills, academic leadership, and effectiveness with students in a diverse environment. Salary will be commensurate with experience and qualifications.

Application deadline is April 15, 1992. Send application letter, current resume, 3 recent letters of recommendation, and transcripts of highest degree earned to: ADAS Search Committee, School of Business Administration, California State University, Sacramento, Sacramento, CA 95819-6088.

CSUS is an affirmative action/equal opportunity employer and has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of qualified people, especially underrepresented ethnic minorities, women, disabled individuals, and Vietnam era veterans who are representative of the diversity in California. CSUS hires only those individuals who are lawfully authorized to accept employment in the United States.

Nursing Georgetown University School of Nursing anticipates new faculty positions for 1992 in the following areas: Full-time, Administrative of Nursing Services, Graduate Program, Master's in nursing and doctorate program; Mid-level, Georgetown University, 2700 Reservoir Road, N.W., Washington, D.C. 20007. AA/EEOE.

Nursing Critical Care/Oncological Nursing: The School of Nursing at the University of North Carolina at Chapel Hill invites applications for a tenure track faculty position for candidates with qualifications and interests in research and teaching in critical care nursing or oncological nursing. A Master's degree in nursing and a Ph.D. in nursing or related field are also required. Candidates must be eligible for licensure in North Carolina. Responsibilities include teaching in the undergraduate and graduate programs and supervising and conducting research. The School of

ASSOCIATE DEAN
College of Information Studies at
Drexel University

Drexel University's College of Information Studies is seeking nominations and applications for the position of Associate Dean of the College. Anticipated starting date is July 1, 1992.

Drexel is a technological university with one of the nation's most extensive cooperative education programs. The College of Information Studies offers a variety of programs, granting the following degrees: B.S. in several interdisciplinary programs, M.S. in Information Systems, M.S. in Information Library Science, M.S. in Information Systems, and Ph.D. in Information Systems. The College has approximately 300 undergraduate, 325 master's students, and 30 doctoral students. College faculty are recipients of significant research funds, and the college is the site of a Pennsylvania-supported Center of Excellence in information systems research and development.

The Associate Dean, reporting to the Dean, is responsible for oversight of much of the college educational program. The Associate Dean position is not a full-time position, but in certain academic areas, computer science, information science, and information systems, computer science, or another computing or information related discipline is required. Administrative experience equivalent to two years of service as a department head is desired. Industrial or government management experience is also acceptable. The Associate Dean is assisted by a management science Ph.D. applicable. The Associate Dean is assisted by a full-time professional Student Services Coordinator and a 1/2 time clerk. The college also has a full-time Assistant Director with primary responsibility for student recruitment, a Placement Director, and a Director of the Resource Center (computing, media, and information). Graduate assistants and secretaries will provide additional support.

The responsibilities of the associate dean are: undergraduate admission; master's and doctoral student admission and advancement; selection of students for awards, financial aid management, course scheduling; financial management of the institutional program; equal opportunity program; services to university communities, especially those concerning undergraduate and graduate curricula; representation of the college at professional associations and participation with the dean in college planning and management activities. The Associate Dean will have the opportunity to teach, but teaching is not required.

Please forward nominations and applications, with three references, to Dr. Richard H. Lytle, Dean, College of Information Studies, Drexel University, Philadelphia, Pennsylvania 19101. Drexel is an equal opportunity employer. Review of applications will begin on April 15, 1992. Nominations and applications will be accepted until the position is filled.

GENESEE COMMUNITY COLLEGE is pleased to announce two Associate Dean openings. Both incumbents have accepted positions as chief academic officers at other community colleges.

Associate Dean of Curriculum & Instruction: Earned doctorate in a field traditionally taught in community colleges or educational administration, with work in curriculum and faculty development and instructional design. Prefer five years of combined experience in community college teaching and administration. Experience with program development and evaluation highly desirable.

Associate Dean of Human Communications and Behavior: Earned doctorate in a field traditionally taught in community colleges or educational administration, with work in curriculum and faculty development and instructional design. Prefer five years of combined experience in community college teaching and administration. Experience with program development and evaluation highly desirable.

Competitive salary based on background and experience; anticipated hiring range from \$45,000 to \$47,000. Excellent fringe benefits package. Committee review of applications will begin April 24, 1992; however, they will be accepted until the position is filled. Anticipated appointment date is August 1, 1992. Send letter, resume, and names, addresses & phone numbers of four references to: Thomas Talbot, Director of Personnel, Genesee Community College, One College Road, Batavia, NY 14020. AA/EEOE.

DEAN OF STUDENTS

Duties: Kendall College seeks a student affairs administrator of the college. S/he directs and coordinates non-academic student life and programs. Responsibilities include all student services, including academic advising, career and service programs, residence hall operations and programming, student organizations and governance, counseling and crisis intervention, student publications, and other administrative duties. The Dean reports directly to the President and supervises a staff of 20 resident advisors and 6 resident assistants. Qualifications: Minimum qualifications include a master's degree in student personnel or related degree, three to five years relevant experience, and computer literacy in word processing and spreadsheet operations.

Kendall College is located in Evanston, Illinois, north of Chicago on Lake Michigan. It has approximately 4000 students studying in three divisions: liberal studies, business, and The College School. About 125 students live on campus. The college is related to the United Methodist Church.

Starting date: July 1, 1992. Send letters of application, resume, and list of references to: Thomas J. Kern, President, Kendall College, 2408 Orrington Avenue, Evanston, Illinois 60201. Women and minority candidates urged to apply. AA/EEOE.

Nursing is one of the health-science schools at the University of Illinois at Chicago. The School of Nursing is currently participating in one of the three national Centers for Health Promotion/Prevention. Faculty and students have working relationships with urban and rural communities. The School of Nursing is a well respected academic institution with a strong research tradition. The School of Nursing supports scholarly endeavors, maintains its own research support center, and is located in a university complex in an inner city area of the rapidly developing area called the Research Triangle of North Carolina. The University has a commitment to faculty diversity; minority and male applicants are encouraged and welcomed. The School of Nursing is an AA/EEOE institution. Employer: Send curriculum vitae and letters of recommendation to: Dr. Robert A. P. N. PAAN, Associate Professor and Acting Chair, Department of Adult and Geriatric Nursing, 1716 University Hall, University of North Carolina at Chapel Hill, 27599-7050. This position will remain open until filled.

Nursing Indiana State University School of Nursing, Academic year 1992-1993 positions solicited for Fall 1992 in all clinical areas. Graduate degree in nursing required. Earned doctorate degree in nursing and master's degree in nursing. Salary commensurate with qualifications and experience. Send cover letter, resume, and names of three references to: Ann Marjorie Toney, Dean, ISU School of Nursing, 1000 North 16th Street, Terre Haute, Indiana 47809. (812) 237-3261. AA/EEOE.

Nursing Full-time, tenure-track position for nursing faculty with doctorate in nursing. The University of Wisconsin-Milwaukee is seeking individuals with academic background and experience in Community Health and Pediatrics. Salary commensurate with qualifications and experience. Send resume, transcripts, and names of three references to: Dr. Debra Hennen, Director, Division of Nursing, The University of Wisconsin-Milwaukee, 480 Lincoln Drive, Milwaukee, WI 53233. AA/EEOE.

Associate Dean
For Technology

Waubensee Community College seeks an individual with a Master's degree in Technology or related Industrial Technology field, or a Bachelor's degree in a technical area with a Master's degree in Education or an appropriate related field. A minimum three years full-time community college experience as an instructor or administrator plus successful work experience in business or industry is also required along with two years community college administrative experience at the department chair or program coordinator level or higher. Comparable business or industrial management experience may be considered.

The qualified candidate will supervise 12 full-time and 45 part-time faculty. We offer salary in the range of \$41,000 - \$46,000 for this 12-month position.

Waubensee Community College is a fully accredited community college located 40 miles west of Chicago with a headcount enrollment of 7,000 students. The college is located in one of the fastest growing Chicago collar counties and operates a fully functional area telecommunications instructional system.

College application form, personal resume, and confidential records must be delivered to the Office of Human Resources before 4:30 p.m., May 1, 1992. Send applications and inquiries to:

WAUBONSEE
COMMUNITY
COLLEGE
Sugar Grove, IL 60554
(708) 466-4811 Ext. 214, 215, 367
equal opportunity employer m/f
"In Search of Excellence"

The University of Illinois
at Chicago
College of Pharmacy
VICE DEAN FOR
ACADEMIC AFFAIRS

The University of Illinois at Chicago College of Pharmacy invites applications and nominations for the position of Vice Dean for Academic Affairs. This is a senior level administrative position and the College seeks an individual with demonstrated leadership ability, a record of excellence in intellectual and academic performance, significant administrative experience in higher education and a personal commitment to pharmacy education and research. The Vice Dean for Academic Affairs is the chief academic officer reporting to the Dean of the College and has the responsibility for creating and sustaining an environment of academic excellence and providing leadership for academic planning, development and assessment of the Doctor of Pharmacy curriculum, teaching performance evaluation and professional standards, and successful experience in a multiethnic environment.

The successful candidate will have a doctoral degree and a record of scholarly achievement required for a tenure appointment at the rank of full professor. Preference will be given to candidates with a degree in pharmacy. Superior managerial, analytical, communication, and interpersonal skills, high ethical standards, and a commitment to intercultural diversity are desired qualities.

The Vice Dean for Academic Affairs must have an understanding of and commitment to the mission and goals of this institution and the ability to work across academic disciplines in support of improving curriculum, teaching performance, learning, and assessment. The anticipated starting date is August 1, 1992.

Interested individuals should submit a letter of application together with a curriculum vitae and the names, addresses, and telephone numbers of three references no later than May 8, 1992, to:

John C. Russell, Ph.D., Chair
Vice Dean Search Committee
University of Illinois at Chicago, RM 184
833 South Wood Street (M/C 874)
Chicago, Illinois 60612

The University of Illinois is an Affirmative Action, Equal Opportunity Employer

Nursing Nursing positions available in September, 1992 in a number of specialty areas in an NLCN-accredited BSN program. MSN in Nursing required and prior teaching experience desired. Specifically, we are seeking individuals with academic background and experience in Community Health and Pediatrics. Salary commensurate with qualifications and experience. Send resume, transcripts, and names of three references to: Dr. Debra Hennen, Director, Division of Nursing, The University of Wisconsin-Milwaukee, 480 Lincoln Drive, Milwaukee, WI 53233. AA/EEOE.

Dean for
Academic Affairs

Samuel Merritt College (SMC), located in the San Francisco Bay Area, is a small, growing, accredited independent college dedicated to the health sciences. Affiliated with a major metropolitan medical center, we offer graduate study in physical therapy, undergraduate study in nursing, and will offer a graduate program in nursing beginning fall, 1992. We are currently seeking a Dean for Academic Affairs to apply demonstrated leadership, vision and energy to promote the college's vitality, integrity and advancement of academic programs.

As the selected candidate, you will plan, develop and implement academic programs, and assure they are conducted in keeping with our institutional mission, and regional and professional accreditation standards. You will recruit and develop outstanding faculty and staff, and design academic policies and procedures. Developing learning resources including the library and computing facilities, as well as managing the academic divisions budget will also be your responsibility.

To qualify, you must be committed to academic excellence in higher education and the health sciences, and have an earned doctorate in an appropriate field with a distinguished record of teaching. An active scholarship commensurate with the rank of associate or full professor, and progressive, effective experience in academic administration, including positions at the dean or equivalent level are required. Experience in program development, strategic planning, accreditation, and excellent written and oral communication skills are also necessary.

Samuel Merritt College offers excellent benefits. Salary and rank dependent upon qualifications and experience. Please mail a letter of application or nomination, current resume, and a list of five references by May 1, 1992 to: Sharon L. Diaz, President, Samuel Merritt College, 370 Hawthorne Avenue, Oakland, CA 94609. Phone: (510) 420-6012, Fax: (510) 420-6025. Samuel Merritt College is an equal opportunity employer.



VICE PRESIDENT STUDENT SERVICES

Foothill Community College

Foothill Community College, located in the San Francisco Bay Area, is now accepting applications for the position of Vice President, Student Services. This position provides strong leadership, vision and direction for student services programs and reduction of existing programs.

The successful candidate will possess an earned doctorate and have a minimum of 3 years' administrative experience in an institution of higher education. Candidates' experience should include planning, administering, implementing and evaluating student services programs, demonstrated success in shared governance, managing and administering complex budgets and categorical funds, and successful experience in a multiethnic environment.

Salary range will be \$80,254.00-\$81,976.08 annually plus benefits.

Application and complete job description may be obtained from:

Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(415) 949-6217

A resume or vita may not be substituted for a completed application. Position is "Open Until Filled." First review date will be April 24, 1992.

AA/EEOE

Include Center for Nursing Research and Education, community based Nursing Center, Nursing Cultural Center, and affiliation with many community health care organizations. The Dean is the chief administrative officer of the school, reporting to the University Chancellor and participating in a shared governance system with faculty. Responsibilities include: leadership in planning, development and assessment of the Doctor of Pharmacy curriculum, teaching performance evaluation and professional standards, and successful experience in a multiethnic environment.

Pathology Postdoctoral Fellow in Experimental Pathology. M.D. or Ph.D. Two years of academic experience in pathology and interpretation of retinal slides of human and animal models of diabetes mellitus. Starting salary \$32,700. Applications should be submitted to: A. Bennett Jensen, M.D., Department of Pathology, Georgetown University Medical Center, 3900 Reservoir Road Northwest, Washington, D.C. 20007. Georgetown University is an AA/EEOE employer.

Physiology: Fort Lewis College, Durango, Colorado, seeks an Assistant Professor of Physiology for a temporary one-year appointment, beginning Fall 1992 to teach 4 courses per term. Ph.D., expertise in cardiovascular physiology, and experience in teaching physiology are required. Send letter of application, curriculum vitae, and three references to: Dr. Robert A. P. N. PAAN, Associate Professor and Acting Chair, Department of Adult and Geriatric Nursing, 1716 University Hall, University of North Carolina at Chapel Hill, 27599-7050. This position will remain open until filled.

LINFIELD COLLEGE

DEAN OF ENROLLMENT SERVICES

Position begins on or about July 1, 1992. Master's degree required. Successful experience in college admissions and financial aid, with excellent organizational, management, and recruitment skills desired. AA/EEOE.

Send letter, resume, and reference names to:

President's Office
Linfield College
McMinville, Oregon 97128

Physical Education: Nebraska Wesleyan University announces a one-year full-time position as Visiting Assistant Professor of Health and Physical Education beginning August 1992. Responsibilities will include: teaching courses in kinesiology and physical education; supervising student athletes; and participating in the physical education program. The position is an open records act; therefore, it is the policy of the University to reveal to the public the names of the applicants for whom out-of-state inquiries have been made or for whom out-of-state interviews are scheduled. AA/EEOE.

Physical Education: Nebraska Wesleyan University announces a one-year full-time position as Visiting Assistant Professor of Health and Physical Education beginning August 1992. Responsibilities will include: teaching courses in kinesiology and physical education; supervising student athletes; and participating in the physical education program. The position is an open records act; therefore, it is the policy of the University to reveal to the public the names of the applicants for whom out-of-state inquiries have been made or for whom out-of-state interviews are scheduled. AA/EEOE.

Physical Education Assistant or Associate Professor: Starting date: August 15, 1992. Teach adapted physical education and leadership in physical education and health. Experience preferred. Both positions require earned doctoral degree in areas of specialization. Screening begins April 30.

POSITION ANNOUNCEMENT

POSITION: Dean of the College
of Education, Utah State University

INSTITUTION: Utah State University is one of two major state supported research universities, as well as the land grant institution in the State of Utah. The University is located in Logan, Utah, a city of 35,000 situated in a beautiful mountain valley, 90 minutes north of metropolitan Salt Lake City. The student body consists of about 12,240 undergraduate and 2,700 graduate students. The College of Education is fully accredited by the National Council for Accreditation of Teacher Education and all appropriate regional and state accreditation agencies. It contains seven departments: Communication Disorders; Elementary Education; Health, Physical Education, and Recreation; Instructional Technology; Psychology; Secondary Education; Special Education; and two related units: The Center for Persons with Disabilities and the Faith Bowen Elementary Teacher Education Laboratory School. All departments are fully accredited. The college typically awards more than 350 undergraduate, 145 Masters, 5 educational specialist, and 20 doctoral degrees annually, and recommends certification for more than 350 prospective teachers and specialists per year. Departments and units associated within the College generate annually about \$15 million of outside funding. Departments and units also provide a comprehensive extension program that has more than 8,000 student contacts annually.

MAJOR DUTIES AND RESPONSIBILITIES: The Dean is the chief academic officer of the College and reports directly to the Provost. The Dean is responsible for administering all aspects of teaching, research, and service in the College and for providing leadership in all aspects of teacher education in the University. To carry out this responsibility, the Dean must develop and maintain appropriate linkages with a variety of groups of people, offices, organizations, and agencies both within the University and in the educational community statewide, nationally, and internationally.

QUALIFICATIONS: For the position include: an earned doctorate in a discipline appropriate to the College; a record of effective and innovative leadership and administrative experience preferably in higher education; effective communication and interpersonal skills; a demonstrated commitment to enhancing cultural, gender and individual diversity through the recruitment and retention of faculty, staff and students; a record of publications, creative activities, teaching, and other scholarly activity sufficient to obtain tenure in a Department of the College at the rank of full professor; an understanding of and a commitment to teacher education; a record of leadership in securing and allocating resources both internal and external to the University; a commitment to shared governance within the College and to collaboration with units outside the College and University; a commitment to public education demonstrated by experience in, service to, or collaboration with the public school community and a respect for other clinical/instructional disciplines represented in the college; and a commitment to technology which enhances educational, clinical, and administrative practice.

SALARY: Commensurate with experience and qualifications.

APPLICATION: The duties and responsibilities of the Dean extend over a 12 month period and will begin fall 1992 or as soon thereafter as the position can be filled by an outstanding applicant. Applications must be received by June 30, 1992. Candidates should send a letter of application and a resume that addresses the qualifications outlined above. Include the names, addresses, and telephone numbers of five references. Inquiries and applications should be addressed to:

Thomas S. Johnson, Chairperson
Education Dean Search Committee
Utah State University
Logan, Utah 84322-1000

Utah State University is an Equal Opportunity/Affirmative Action Employer with an institutional commitment to achieving diversity among its faculty, staff, and students.

ASSISTANT DEAN OF STUDENTS



University of North Carolina at Wilmington

UNCW invites applications for the position of Assistant Dean of Students. The Assistant Dean is primarily responsible for advising all aspects of a 23 chapter Greek life program and the campus judicial system, and assists with administrative responsibilities of the Dean's office. UNCW is a rapidly growing institution with an enrollment of approximately 8,000 students. The campus is located five miles from the Atlantic Ocean in southeastern North Carolina.

Requirements: The successful candidate must have the following: Master's degree in student affairs administration or related area; two years' full-time experience in an administrative position, and demonstrated experience in working effectively with Greek organizations, and campus judicial systems. Salary Range: \$26,880-\$28,193. The starting date for this position is no later than August 1, 1992.

Applicants must submit a letter of application; complete resume including employment history; and names, addresses, and telephone numbers of three references to: Patricia Leonard, Dean of Students, University of North Carolina at Wilmington, Wilmington, North Carolina 28403-3197. Complete application materials must be received by April 22, 1992 to ensure consideration, but the search will remain open until the position is filled.

The University of North Carolina is an equal opportunity, affirmative action employer.

Physical Education: Nebraska Wesleyan University announces a one-year full-time position as Visiting Assistant Professor of Health and Physical Education beginning August 1992. Responsibilities will include: teaching courses in kinesiology and physical education; supervising student athletes; and participating in the physical education program. The position is an open records act; therefore, it is the policy of the University to reveal to the public the names of the applicants for whom out-of-state inquiries have been made or for whom out-of-state interviews are scheduled. AA/EEOE.

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PRESIDENT

Morningside College
Sioux City, Iowa

The Board of Directors of Morningside College invites applications and nominations for the position of President.

Founded in 1894, Morningside College is a private, coeducational, four-year, liberal arts institution. Affiliated with the United Methodist Church, the college seeks a campus body representing diverse racial, cultural, ethnic, racial, and national backgrounds. The college enrolls 1,232 students and employs 64 full-time faculty. The campus consists of 16 buildings on 27 acres located in Sioux City, Iowa. Metropolitan Sioux City supports a population of 100,000 and is the economic and cultural hub of the "Siouxland" region.

Candidates must have an earned doctorate from a recognized university. Among the other qualifications sought are:

- proven experience and success as an educational leader;
- experience with a private liberal arts college;
- experience in fund-raising;
- ability to work effectively with faculty, students, alumni, and community and church leaders;
- expertise in administration and planning;
- exemplary character and integrity; and
- ability to communicate and motivate, and to lead the college.

Prospective candidates should send the following:

- an application letter;
 - a complete resume/vita;
 - placement credentials;
 - complete transcripts;
 - an original position paper addressing "Challenges and Opportunities Facing Private Colleges in the 1990s and Beyond";
 - letters from a minimum of five people representing career and community relationships;
 - any other materials that you consider relevant.
- The committee will review complete files beginning immediately. The starting date is negotiable, but the new president will assume office no later than August 1993. All applications or recommendations should be sent to:

Mr. Jim Walker, Chair, Search Committee
Morningside College
1501 Morningside Avenue
Sioux City, Iowa 51106

Applications will be acknowledged and further information sent to the candidate.

Morningside College is an Equal Opportunity
Educator and Employer.



PRESIDENT

Pines Technical College
Pine Bluff, Arkansas

The Board of Trustees of Pines Technical College invites applications and nominations for the position of President.

Pines is a newly established two-year public college, located in South-east Arkansas and serves some 20,000 residents in an industrial, agricultural, and urban setting.

- The President, as the chief executive officer, reports directly to the board. The college seeks a dynamic, educational leader who will articulate the mission and lead the college in the direction for this newly established college.
- Desired criteria:
- An earned doctorate is preferred, with a Master's degree required.
 - Commitment to the comprehensive community college concept of vocational, technical, liberal arts, developmental and community education and services.
 - Evidence of successful teaching or other significant experience which demonstrates an understanding of the teaching/learning process.
 - Ability to lead in the decision-making process to foster a common sense of purpose throughout the college.
 - Minimum of four years' administrative experience at the college level.
 - Ability to relate well within an urban, multi-ethnic, multi-cultural community.

Application Procedure:
This position is available now. Nominations and applications must be received by June 1, 1992 to receive consideration. A letter of application, detailed resume and at least three references should be submitted to:

Chair, Search Committee
Pines Technical College
2220 West 18th Avenue
Pine Bluff, Arkansas 71603

Pines Technical College is an equal opportunity employer.

Immediate Opening

EXECUTIVE DIRECTOR
BIRMINGHAM CIVIL RIGHTS INSTITUTE

Newly incorporated Birmingham Civil Rights Institute (building now in construction stage), is seeking Executive Director. The Institute will be an educational, cultural and research center and a repository of historical materials. The 60,000 square foot facility will house an exhibit hall, archives, meeting rooms and offices. The Institute is located in the historical downtown section of Birmingham.

Director will be accountable to the 15-member Board of Directors of the Birmingham Civil Rights Institute, a non-profit corporation, and will administer the activities of the Institute. At the outset, Director will manage oversight of the Exhibit Program—including supervision of fabricators and designers; determine staffing needs; establish operating budget; develop a fund-raising plan and an educational program.

Qualifications: Candidates must have strong academic background in civil rights history or African American life and culture; significant professional and managerial experience in museum or archival programs; a demonstrated ability to work with a wide range of community organizations.

Salary competitive, based on training and experience.
Send resume and references to: Search Committee
Birmingham Civil Rights Institute
P.O. Box 370811
Birmingham, AL 35237-0811

accomplished by biochemical separation and pharmacological studies. Salary: \$24,000 per year/40 hour week. Requirements: M.S. degree in Biochemistry plus 2 years experience in biochemical research. Applicant must be able to perform research in cellular physiology through the use of a variety of techniques including: microspectrophotometry, fluorescence spectroscopy, and electron microscopy. Send resume and references to: Dr. J. M. Smith, Chair, Search Committee, 1501 Morningside Avenue, Sioux City, Iowa 51106.

Research/Biochemistry Research Associate-Biology. Brodsky, for laboratory research experience in molecular biology and use of techniques and equipment listed above. Must have experience in doing research in the area of molecular biology and use of techniques and equipment listed above. Send resume and references to: Dr. J. M. Smith, Chair, Search Committee, 1501 Morningside Avenue, Sioux City, Iowa 51106.

Research/Biochemistry Research Associate-Biology. Brodsky, for laboratory research experience in molecular biology and use of techniques and equipment listed above. Must have experience in doing research in the area of molecular biology and use of techniques and equipment listed above. Send resume and references to: Dr. J. M. Smith, Chair, Search Committee, 1501 Morningside Avenue, Sioux City, Iowa 51106.

Research/Biochemistry Research Associate-Biology. Brodsky, for laboratory research experience in molecular biology and use of techniques and equipment listed above. Must have experience in doing research in the area of molecular biology and use of techniques and equipment listed above. Send resume and references to: Dr. J. M. Smith, Chair, Search Committee, 1501 Morningside Avenue, Sioux City, Iowa 51106.

HAWAII PACIFIC
UNIVERSITY
PRESIDENT

The Board of Trustees of Hawaii Pacific University invites nominations and applications for the position of President of the University. The President also serves as Chief Executive Officer and reports to the Board of Trustees.

Founded in 1955 in Honolulu, Hawaii Pacific is an independent coeducational institution, accredited by the Western Association of Schools and Colleges. Enrollment numbers in excess of 6,500 students. The University, with an operating budget of \$22 million, is internationally focused and offers undergraduate and graduate degree programs in liberal arts, business administration, and computer sciences.

Candidates should possess a distinguished record of achievement in college/university administration or comparable experience, a doctorate or appropriate terminal degree is desired, demonstrated effectiveness in fund-raising; and the ability to work with a diverse student body, faculty, staff, and urban community.

For most favorable consideration, applications and nominations should be received by April 27, 1992. Nominations and expressions of interest with vitae and references will be held in confidence and should be forwarded to:

Mr. William J. Bowen
Suite 2800
125 South Wacker Drive
Chicago, Illinois 60606

An equal opportunity, affirmative action employer.

PRESIDENT

Amarillo College
AMARILLO, TEXAS

The Board of Regents of Amarillo College invites nominations and applications for the position of President of the college. Amarillo College is a public, comprehensive community college serving an area with a population of 180,000 persons. In 1990-91 the College served 14,451 students in 110 degree and non-degree programs. The College is located in the heart of the Texas Panhandle, a region of rich cultural and historical significance. The College is a member of the National Association of Community Colleges (NACAC) and the American Association of Community Colleges (AACCC).

The College seeks a dynamic, college and university leader with integrity and vision.

Minimum requirements include:

- An earned doctorate from a recognized institution.
- At least five years of proven administrative experience in a financial management, long-range planning, and resource development.
- An understanding of and commitment to the teaching/learning process.

APPLICATION PROCEDURE:
1. A letter of application relating the candidate's qualifications, experience, and accomplishments.
2. A current resume to include fringe and off-campus activities.
3. A current curriculum vitae.
4. A current photograph.
5. A current list of references.

This material should be mailed to the following person:

Mr. LeVan Nelson
Amarillo College Presidential Search Committee
P.O. Box 447
Amarillo, TX 79107
Telephone: (806) 371-5124

Applications should be postmarked no later than April 15, 1992. The preferred date for successful applicant to assume the position is August 1, 1992, but no later than August 24, 1992.

Amarillo College is an affirmative action, equal opportunity employer.

Research/Chemistry Research Associate. University of Notre Dame. The Center for Applied Mathematics and the Department of Chemistry and Mechanical Engineering are seeking a Research Associate to fill a position in mechanical engineering. Applications are invited from candidates with a Ph.D. in mechanical engineering and a minimum of two years of research experience in the area of fluid mechanics, heat transfer, and/or structural analysis. Send resume and references to: Dr. J. M. Smith, Chair, Search Committee, 1501 Morningside Avenue, Sioux City, Iowa 51106.

Research/Chemistry Research Associate. University of Notre Dame. The Center for Applied Mathematics and the Department of Chemistry and Mechanical Engineering are seeking a Research Associate to fill a position in mechanical engineering. Applications are invited from candidates with a Ph.D. in mechanical engineering and a minimum of two years of research experience in the area of fluid mechanics, heat transfer, and/or structural analysis. Send resume and references to: Dr. J. M. Smith, Chair, Search Committee, 1501 Morningside Avenue, Sioux City, Iowa 51106.

Research/Chemistry Research Associate. University of Notre Dame. The Center for Applied Mathematics and the Department of Chemistry and Mechanical Engineering are seeking a Research Associate to fill a position in mechanical engineering. Applications are invited from candidates with a Ph.D. in mechanical engineering and a minimum of two years of research experience in the area of fluid mechanics, heat transfer, and/or structural analysis. Send resume and references to: Dr. J. M. Smith, Chair, Search Committee, 1501 Morningside Avenue, Sioux City, Iowa 51106.



Minnesota Community College System

PRESIDENT

ROCHESTER COMMUNITY COLLEGE

The Chancellor of the Minnesota Community College System announces an opening for the position of President of Rochester Community College.

Rochester Community College currently enrolls 4,000 students. Founded in 1915, the college is the oldest college in the Minnesota Community College System. Rochester is the state's fifth largest city, located approximately 75 miles southeast of Minneapolis and St. Paul.

The college is also a member of the Greater Rochester Area University Center—a unique, collaborative educational partnership involving eight institutions of higher learning in the city of Rochester. A \$17 million construction project to provide a permanent facility for the center is currently underway on the Rochester Community College campus.

The college operates under the jurisdiction of the State Board for Community Colleges. Enrollment in the Minnesota Community College System has increased over 51% in the past seven years.

The President is the chief executive officer of the college with responsibility for all programs and functions of the institution. The President reports directly to the Chancellor.

The following qualifications are considered essential or highly desirable:

- A demonstrated commitment to the mission of the community colleges.
- A demonstrated capacity for creative and resourceful management and leadership.
- Demonstrated leadership ability in areas such as instruction, student services and inter-institutional planning.
- Demonstrated abilities in community relations.
- Demonstrated skills in fiscal planning.
- Experience in employee contract administration.
- Training in educational administration, preferably with an emphasis on higher education.
- Experience in educational administration, preferably at the post-secondary level; community college administrative experience is desirable.
- Sensitivity to multicultural issues and demonstrated evidence of support for cultural diversity and affirmative action/equal educational opportunity programs.
- Experience in developing and administering collaborative efforts with other higher education institutions.
- An earned doctorate or appropriate experience that provides equivalent strength.
- Demonstrated commitment to student concerns.

Salary is competitive and commensurate with experience and qualifications.

It is anticipated that the president will assume his or her duties in July, 1992.

The 1991 Minnesota Legislature mandated a merger of three of the four public higher education systems—the community colleges, the technical colleges, and the state universities. The University of Minnesota is excluded from this legislation. Existing changes in the next three legislative sessions, a single "Super Board" will govern these three systems effective July 1, 1995.

The application deadline is April 30, 1992. Required materials include a letter of application addressing the applicant's interest in and qualifications for the position, a resume, and the names of three references.

Please address nominations, inquiries, and applications to:

Anne Weyand
Search Committee
MINNESOTA COMMUNITY COLLEGE SYSTEM
203 Cedar Square, 550 Cedar Street
St. Paul, MN 55101
(612) 296-5157

The Minnesota Community College System is an equal opportunity, affirmative action employer.

Employment opportunities available. Will be accepting resumes and interviewing at ACAP, NASPA, and the Western Pacific Association of Colleges. To apply by mail send cover letter, resume, and the names of three references to: Lisa B. Bickel, Director, 1501 Morningside Avenue, Sioux City, Iowa 51106.

Location: San Francisco Salary: Low six figures

Send cover letter, resume, salary history, and organizational references to: Patricia Green, Search Committee, 2935 East Leslie Drive, Meriden, Idaho 83642.

Deadline: April 30

Send cover letter, resume, salary history, and organizational references to: Patricia Green, Search Committee, 2935 East Leslie Drive, Meriden, Idaho 83642.

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Headmaster

Boston Latin Academy

We are seeking an experienced educator to manage one of Boston's most prestigious high schools. The desired individual will manage the school in a manner that ensures an environment that allows students to achieve educational goals and objectives.

QUALIFICATIONS: Master's and 30 graduate credits (9 in administration and/or supervision). Massachusetts Secondary School principal certificate or eligibility to obtain. To apply, submit a letter of application, resume and proof of prerequisite goals to: Evaluation Unit, 26 Court Street, Boston, MA 02108 no later than April 10, 1992.

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Chicago Public Library

Chief Executive Officer of a Citywide system encompassing a new central research facility, the Midway Library Center, and neighborhood libraries and bookmobiles. The system has a budget of \$71 million. Capital improvement projects \$20 million. Personnel 1,400. Services include 2.7 million Registered borrowers 1.8 million. Annual circulation 1.6 million. Annual use \$ 6 million. Items in the collection 12 million

End Paper



VIEW FROM TRUCK, TRYING TO FIND A HIDE, SNOWMASS, COLO.

MARK KLETT

Re-Envisioning the American West

IN OCTOBER OF 1989, in the manner of a missionary charged with bringing light to the heathen, I traveled to Snowmass, Colorado, to attend a conference on western landscape photography. A "word" person myself, I figured that "visual-image" people remained loyalists to the idea of the American West as a pristine landscape, a place that acted like the best aspirin on the worst headaches of civilization. At the price of some added labor in camera-positioning to eliminate roads, cars, fences, jet trails, hikers, and railroad tracks, it was possible to take real pictures of this imagined West. Those pictures, in turn, reconfirmed Americans in their faith that the *real* West was a miraculous landscape untainted by human presence. With attention and affection focused on that picture-perfect West, the other West—the West of cities, suburbs, highways, mines, managed public lands, nuclear weapons production, persistently unsettled boom/bust economies, and complex race relations—became a dismissible bore.

Responsible citizenship in the American West requires us to remove the distorting lens of nostalgia and romanticism, and to look directly at the West we have

both inherited and helped to create. Headed for Snowmass, I was fired up to tell the photographers how badly they had handled their obligations as western citizens.

I had my sermon ready to deliver, but before I could get to the pulpit, Mark Klett presented his work and took the wind out of the preacher's sails, and out of the sermon. Klett's photographs alone told me that the "heathen" were already pretty well lit, without my help. "We have to go beyond the idea of the West as an exotic place out there," Klett said, in words borne out by his photographs. "This is a place where millions of people live."

Free of delusions about the western present, might Klett be a captive of illusions about the western past? Maybe I'd still be able to deliver my sermon, cut to the historical half?

"We look at the photographs of the nineteenth-century West," Klett said, "and think we see a pristine, untouched place. But the 1870's and 1880's were the years of the most ruthless exploitation of western resources."

At this point, my campaign to bring light to the hea-

then came to its well-deserved end, permitting a different kind of light to dawn. Mark Klett's convictions about the American West closely resembled my own. Photographer and historian, visual person and verbal person—we had arrived at those convictions by very different routes. This was either an extraordinary and mysterious coincidence, or it was a sign that something big—a fundamental re-envisioning of the West—is indeed under way, and photographers and historians, as well as novelists and journalists, legal scholars and painters, are all playing their part in this larger enterprise.

"Revealing Territory: Photographs of the Southwest by Mark Klett" will be at the Amon Carter Museum in Fort Worth through May 10.

The text above is by Patricia Nelson Limerick, an associate professor of history at the University of Colorado at Boulder. It is excerpted from her essay in the book that accompanies the exhibition and is published by the University Press of New Mexico.

Mr. Klett is manager of the Photographic Collaboration Facility at the Amon Carter Museum in Fort Worth.

One of Mississippi's most successful education-reform programs, the Teacher Corps, is being discontinued because of state budget cuts.

The program recruited graduates from colleges and universities around the country to teach in Mississippi's rural schools. Since the program was created two years ago, it has placed 45 teachers in the schools.

The state higher-education board provides the administrative staff for the program. But W. Ray Cleere, the state's Commissioner of Higher Education, said: "The funding crisis facing higher education in Mississippi impairs our ability to continue the program at the level of quality we have attained."

Even if higher-education officials could find a way to pay for the program, budget cuts are forcing school districts to consider laying off teachers, said Ruby K. Anderson, director of Project 95, the state's education-reform effort.

University of Georgia President Charles B. Knapp raised some eyebrows recently when he lobbied the General Assembly not on behalf of budget cuts, but for a bill that would allow Poland Spring parking water to be marketed as spring water even though it is pumped from the ground. The connection between his job and sparkling water soon became apparent. The author of the bill, Rep. Thomas B. Buck, is chairman of the House of Representatives University System of Georgia Committee. The bill was introduced on behalf of Don Leebern, who owns the company that distributes the water in Georgia and is a member of the University of Georgia System Board of Regents.

Mr. Leebern is also a friend of Mr. Knapp. But a university spokesman said the president's involvement had been blown out of proportion.

The spokesman said Mr. Knapp's position "is a personal position and has nothing to do with the position with the university."

Saginaw Valley State University's latest lobbying appeal has a great beat and you can dance to it.

But whether the 20-minute taped tape set to music will help the institution win the extra \$3.25-million it is seeking from the state legislature is still unknown.

The tape features several varieties of music, including psychedelic funk, while a voice-over describes the history of the institution and its goals for the future. The tape concludes with a single, "S.V.S.U. and Me."

The university's spokesman, John A. Fallon, said he hoped legislators would find the tape intriguing and appealing. But an aide to the key committee chairman said:

"We got it, I'm sure we didn't listen to it. No one really has the time."

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Jane S. Permaul of UCLA: "This thing has been dragging on for much too long, and we don't understand what the hold-up is."



Cheryl Kagawa of the Japanese American Citizens League: "There was a finding of discrimination and yet there's no follow-up."

Slowness of Education Dept.'s Discrimination Inquiry at UCLA Irks Activists for Asian-American Students and the University

By SCOTT JASCHIK

WASHINGTON More than a year and a half after the Education Department found that the University of California at Los Angeles discriminated against some Asian-American applicants, the department has taken no action against the institution.

The status of the case is frustrating both to Asian-American activists, who want to see the department take a more aggressive stance, and to UCLA officials, who say they presented evidence to clear their institution more than a year ago and have heard nothing since.

The department is still examining the evidence and says it has not yet decided what to do about the case.

Many Asian-American leaders viewed the initial finding, which involved UCLA's graduate program in mathematics, as a landmark because it was the first time a federal agency had confirmed the allegations of Asian-Americans that leading universities were discriminating against them. Now, they charge, the department's inaction indicates that discrimination against Asian-American applicants will not be taken seriously.

Loss of Faith Seen

Said L. Ling-chi Wang, chairman of the Department of Ethnic Studies at the University of California at Berkeley: "This is going to make people lose faith in the government's ability to protect them from discrimination and abuse."

A spokesman for the Education Department, who asked not to be identified, said the agency was working as quickly as possible to complete the investigation, but that

the "sheer number of students involved" made the process difficult. The spokesman also said the inquiry would take a long time because "we have to be careful not to misinterpret the data."

Inquiry Began in 1988

The UCLA investigation began in 1988, when the Education Department's Office for Civil Rights said it would conduct reviews of the admissions programs there and at Harvard University to insure that Asian-American applicants were not being

discriminated against. In 1990 the department said it had found no evidence of discrimination in Harvard's programs.

The inquiry at UCLA is divided into two parts: graduate and undergraduate. The undergraduate inquiry has not been completed. At the graduate level, the department examined 84 programs and found discrimination in only one, the mathematics department. In eight other departments, however, OCR officials said they could not make a judgment because the univer-

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New Chancellor of California State U. Enmeshed in Fights Over Tuition and Affirmative Action

By MARY CRYSTAL CAGE

To say that expectations for the new chancellor of the California State University System were high would be an understatement.

Says J. Gary Shansby, who headed the Board of Trustees search committee: "One faculty member said we were looking for someone who would come across the Pacific Ocean—walking."

The board's final choice, Barry Munitz, is a former chancellor of the University of Houston who had spent the last nine years as president and chief operating officer of Federated Development, which manages real estate and financial investments.

Since taking office last August, he has won praise for improving the system's relationships with the faculty union and legislators—no easy task, considering that his predecessor resigned amid a political furor over the way the system was spending

funds on housing and other perks for top administrators. But his willingness to meet with critics of CSU—and listen to them—has not translated into political good will or increased appropriations for its 20-campus, 370,000-student system.

40% Increase Requested

In part that is because California—like most of the nation—is in the middle of a severe budget crisis. But some say Mr. Munitz has exacerbated the system's political difficulties by pushing—with the backing of his board and Republican Gov. Pete Wilson—for a 40-per-cent tuition increase. The plan has infuriated students and parents and a legislative committee has slashed the increase to 10 per cent.

Mr. Munitz has also found himself enmeshed in a divisive political fight over the role of affirmative action in the selection of

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Reauthorization of the Higher Education Act

Status of House bill: Approved by House
Status of Senate bill: Approved by Senate

PRESENT LAW

Present law: Neediest students are limited to the maximum grant or 60 per cent of their expenses, whichever is less. Part-time students are eligible for grants, but have been denied funds in appropriations legislation. Maximum authorized grant is \$3,100. 1991-92 maximum award is \$2,400. Total number of recipients: 3.6 million.

House: Neediest students would receive \$2,750 for living expenses plus one-quarter of their tuition up to \$1,750 in 1994-95. Maximum grant would increase annually with inflation. Recipients in top tenth of high-school classes or top fifth of college classes would receive \$500 Presidential Achievement Scholarships. Part-time students would be eligible. Total recipients in first year: 4.8 million.

Senate: Neediest students would receive \$2,300 for living expenses plus one-quarter of tuition up to \$1,300 in 1993-94. Maximum grant would grow each year to reach \$4,800 in 1999-2000. Total recipients in first year: 4.2 million.

STAFFORD STUDENT LOAN

Present law: Size of Stafford Student Loan is determined by student's need. Maximum loan is \$2,625 a year for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students. Loans are made through banks and subsidized by government. Interest rate is 8 per cent and increases to 10 per cent in fifth year of repayment. Government pays interest while student is in college. Supplemental Loans for Students are available to graduate students and financially independent undergraduates at an interest rate of up to 12 per cent. Government does not pay in-college interest.

House: Stafford Student Loan program would be retained for needy students with interest rate of 8 per cent that would increase to 10 per cent in fifth year of repayment. New "unsubsidized" Stafford loans that do not have in-college interest subsidy would be created for all students. Direct-loan pilot project would be established for limited number of institutions that would replace Stafford, supplemental, and parent loans on participating campuses. Terms of direct loans would reflect those of Stafford, supplemental, and parent loans, depending on characteristics of borrower. Stafford loan limits would be \$2,625 for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students.

Senate: Size of Stafford Loan would be determined by student's need. Loan limits would be \$3,000 a year for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$9,000 for graduate students. Interest rate would be 3.1 per cent above the 91-day Treasury bill rate up to a maximum of 9 per cent, and increase to as much as 11 per cent in fifth year of repayment. Government would pay interest while student is in college. Supplemental Loans for Undergraduate Students would be made available to all students, regardless of income, at an interest rate of up to 11 per cent.

Present law: Federal government pays 85 per cent of Supplemental Educational Opportunity Grants, 70 per cent of College Work-Study, and 90 per cent of Perkins Student Loans. Colleges contribute remainder of the funds. Maximum supplemental grant is \$4,000. Perkins loans are administered by colleges and carry an interest rate of 5 per cent. Students may borrow a total of \$4,500 by end of their second year, \$9,000 over four years, and a total of \$18,000 for undergraduates and graduate education.

House: Federal government's share for Supplemental Educational Opportunity Grants and Perkins Student Loans would decline to 75 per cent. Perkins limits would be \$6,000 by the end of a student's second year, \$15,000 by the end of the fourth year, and \$25,000 by the completion of graduate degree. Institutions with default rates below 7.5 per cent on Perkins loans could decrease federal share to 50 per cent and increase loan limits to \$8,000; \$16,000; and \$32,000. Perkins loans would be eliminated in 1996-97.

Senate: Federal government's share for Supplemental Educational Opportunity Grants, College Work-Study, and Perkins loans would be 75 per cent. First-year graduate students would be eligible for supplemental grants. Education Secretary could give 10-per-cent bonus in work-study and Supplemental Educational Opportunity Grants to institutions that graduate more than half of their Pell Grant recipients. Loan limits would be \$15,000 by completion of undergraduate degree and \$40,000 by completion of graduate degree.

NEEDS ANALYSIS

Present law: Federal government contracts with four companies to publish, distribute, and process aid applications. Two of the contractors charge students a fee. Every student must complete an application each year. Simplified form is available for families earning less than \$15,000 a year. Federal aid-eligibility formulas include equity in home, farm, or business as assets against which families are expected to borrow to pay for college expenses. Student is required to contribute 70 per cent of income for college costs.

House: Federal government would provide a single free application. Students would re-apply each year by updating information from the previous year. Single aid-eligibility formula would exclude from calculations the equity a family owns in its home, farm, or business. Student would be required to contribute half of after-tax income for college costs.

Senate: Current application system would be maintained. Simplified form would be made available to families earning up to \$50,000 a year. Education Secretary would be instructed to develop simplified re-application process. Single aid-eligibility formula would exclude home and farm equity for families earning less than \$50,000. Student would be allowed to keep \$3,500 of income and be required to contribute half of remaining amount in first year and three-quarters in other years for college costs.

GRADUATE FELLOWSHIPS

Present law: Education Department maintains separate fellowships for minority students and for students studying teaching, humanities, science, or public service. In most cases, maximum annual stipend for a student is \$10,000.

House: Education Department would maintain current programs and add "Faculty Development Fellowships" for minority graduate students who are interested in becoming professors. Participants would have to teach two years for every year of assistance received.

Senate: Education Department would maintain current programs and add the "Dennis Chavez Fellowship Program" for minority graduate students who are interested in becoming professors. Participants would have to teach two years for each year of assistance.

EARLY INTERVENTION

Present law: Efforts to educate needy high-school students about higher education are included as part of the Trio programs. Students receive no extra aid for participating in the programs.

House: Trio programs would be maintained. Liberty Scholarship and Partnership Programs would provide states with matching funds to finance early-intervention programs and to give scholarships to participants. Congressional Honors Awards would increase Pell Grants by 25 per cent for those who participate in early-intervention programs for three years and have a grade-point average of at least 2.5 for final two years in high school. Funds would be provided for publicizing student-aid programs.

Senate: Trio programs would be maintained. The State Student Incentive Grant program would be amended to provide states with matching funds to finance early-intervention programs and to give scholarships to participants. Pell Grant recipients who participate in an early-intervention program and demonstrate "academic achievement" would receive ACCESS scholarships for four years that are worth \$1,000 a year. Funds would be provided for publicizing student-aid programs.

TITLE III

Present law: Provides funds to help "developing institutions" improve academic programs and support services and build their endowments. The program includes "set-asides" for historically black and two-year colleges. Provides aid to five historically black graduate schools.

House: The "set-aside" for two-year colleges would be eliminated. Colleges would be allowed to use funds for creating or improving development offices or teacher-education programs, or creating early-intervention programs. Eleven more historically black graduate schools would be made eligible.

Senate: The "set-aside" for two-year colleges would be eliminated. Institutions would be allowed to use funds for telecommunications services and to establish or improve a development office or teacher-education program. Six more historically black graduate schools would be made eligible for assistance. A program would be set up to provide assistance to colleges where Hispanics account for at least one-quarter of undergraduates.

Government & Politics

House Approves Bill to Reauthorize Education Act

Continued From Page A1

of all sorts of administrative problems," he said. "There's no reason in the world to do it."

Mr. Alexander said the proposal—which calls for testing direct loans on campuses that collectively have had a total of \$500-million in loans in the past year—was too large to be a pilot project. "There's a difference between a true demonstration program and a foot in the door for a bad program," he said. He said he could not say how small a demonstration project would have to be to win the Administration's approval.

'That's Our Position'

Mr. Alexander acknowledged that the Administration had had some difficulty in getting House Republicans to oppose the expansion of student aid to more middle-income families. "We believe federal money ought to be concentrated on the poorest families," the Secretary said. "We may not succeed with that, but that's our position."

Indeed, few Republicans seemed to support that position. Many joined Democrats during the House debate in praising the reauthorization bill for raising the income ceiling for Pell Grant recipients to \$49,000 from \$30,000. They also expressed support for making Stafford Student Loans available to all students, regardless of income.

Rep. E. Thomas Coleman, the Missouri Republican responsible for managing the bill for his party, hailed the legislation for helping millions of middle-income Americans meet the high cost of college. "It's an expensive proposition," he said. "You have to be extremely wealthy not to feel the pinch at many of these institutions."

Rep. Thomas E. Petri, a Wisconsin Republican, agreed. "The middle class, in particular, is increasingly hard pressed to foot these bills," he said.

Democrats Block Amendment

House Republicans did attempt to scale back the direct-loan program, but Democrats blocked them from offering an amendment to that effect. Republicans, led by Mr. Coleman, argued that institutions that made \$500-million in loans in one year would lend more than that in subsequent years because of rising tuition and enrollment growth.

He suggested that Congress cap the direct-loan program at \$500-million a year, and that any demand for additional loans on the so-called direct-loan campuses be met by making Stafford loans to students.

But Democrats, led by Rep. Leon E. Panetta, the California Democrat who chairs the Budget Committee, blocked the amendment by arguing that the additional Stafford loans would violate spending limits set in the 1990 budget agreement between Congress and the White House.

In more than 10 hours of debate, the lawmakers approved several

Government & Politics

amendments that are likely to draw criticism from some college officials. For example, lawmakers attempted to crack down on the \$1-billion-dollar cost of student defaults by tightening the rules for dropping institutions from loan programs.

Sponsored by Rep. Marge Roukema, a Republican from New Jersey, the amendment would eliminate all institutions whose former students had default rates above 25 per cent for three consecutive years. The current law—which has been opposed by officials at community colleges and black colleges—sets the cutoff at 35 per cent and reduces it to 30 per cent in 91.

The House also voted to extend the rules to Pell Grants, to guard against abuse of that program. Rep. Bart Gordon, Democrat of Tennessee, who sponsored the amendment on that issue, argued that institutions with high default rates should not be given Pell

While this bill represents

step forward, I really

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as if their students were not

for loans. The Roukema and Gordon amendments were originally in-

to apply only to for-profit schools, but Rep. William D. Ford, the Michigan Democrat who chairs the Education and Labor committee, and Rep. William F. Goodling, the ranking Republican on that committee, insisted that the measures be applied to all sectors of higher education. Mr. Goodling said Congress needed to maintain "level playing field" for all institutions.

State Over Standards

Lawmakers also squabbled over attempts to limit eligibility for student aid to students who could not meet proposed academic standards.

An amendment by Rep. Dave Latta, Democrat of Oklahoma, would require that aid recipients at two-year colleges have a high school grade-point average of at least 2.5 or score in the top 45 per cent on a standardized admissions test. Mr. Ford, who was the chief sponsor of the reauthorization bill, led the opposition, charging that the amendment would be "a gross federal intrusion into the admissions standards of four-year colleges."

An amendment by Rep. Paul B. Hoyer, Republican of Michigan, would have required all aid recipients to have a high-school diploma or its equivalent was defeated by a vote of 385 to 28. Mr. Henry contended that students should complete high school before moving to postsecondary education, but opponents argued that the measure would keep many unemployed workers from getting training at community colleges and trade schools. The opponents reported the present system,

which allows people to receive aid if they can demonstrate on an examination an "ability to benefit" from instruction.

Lawmakers also engaged in a heated debate over whether prisoners should be eligible for Pell Grants. Supporters of stopping such grants contended that the \$160-million a year that was going to prisoners should be spent on law-abiding citizens. Opponents argued that prisoners needed the grants to prepare themselves for jobs after their release.

The House overwhelmingly defeated an approach approved by the Senate that would limit the amount of prisoners' Pell Grants to cover only educational costs, and not living expenses. Lawmakers then voted 351 to 39 to ban Pell Grants for all prisoners.

Smarting From Earlier Losses

Over all, Democrats voiced strong support for the legislation, but some were still smarting from losses they suffered in the previous week in an effort to bring the bill to the House floor. Many from the Education and Labor Committee had wanted to make the Pell Grant program an "entitlement" and guarantee grants for all who qualified, but they were forced to give that up because it would have violated the 1990 budget agreement.

"While this bill represents a step forward, I really had hoped to come to the floor with a bill that would give us a giant leap forward," said Mr. Ford.

Student leaders were unhappy that lawmakers approved \$1.2-billion in fees over five years, to be charged to students to satisfy the terms of the budget agreement. Five-per-cent fees are to be assessed on every Stafford loan, Supplemental Loan for Students, and Parent Loan for Undergraduate Students.

Under current law, the fees are charged only on Stafford loans. Students had supported an effort by Mr. Ford to phase out that fee, because they viewed it as an unfair tax on the needy.

The 1990 budget agreement continued to be a factor in last week's debate. Spending limits in the pact were cited in blocking consideration of amendments to:

- Raise the borrowing limits for Stafford loan recipients.

- Allow schoolteachers to delay repayment of their student loans.

- Allow medical interns and residents to delay repayment of their loans.

The Bush Administration's promise of a veto came as a surprise to many lawmakers and college lobbyists. In recent months the White House had promised to veto any legislation that included the Pell Grant entitlement or a full-fledged direct-loan program. With those measures eliminated, many observers expected the Administration to drop the veto threat.

Some suggested that the threat was an attempt to use the higher-education bill to continue the recent war between President Bush and the Democratically controlled Congress.

"I'm not going to take it too seriously," said Charles B. Saunders, Jr., senior vice-president of the American Council on Education. ■

Bush Seeks to Block Spending on Earmarked Projects

By COLLEEN CORDES

WASHINGTON President Bush has proposed that millions of dollars in Congressional earmarks for projects at specific universities be eliminated from the federal budget for fiscal 1992.

For each of the projects, which were not subject to agency competitions or merit reviews, the President has sent individual proposals to Congress to rescind the money that it set aside. He has called on Republican Congressional leaders to fight for an individual vote on each project.

3 Dozen Campus Projects

The President included about three dozen university projects as part of a much larger group of individual rescissions that he proposed last month. They include, for example, \$3.1-million for a Poultry Center for Excellence at the University of Arkansas and \$1.5-million for research on water pollution by the Universities of Kansas and Nebraska and by Iowa State University.

Many other academic earmarks in the budget for fiscal 1992—including most of the biggest ones—were not included. But many of those others had already been combined in a single package of proposed rescissions that the President sent to Congress earlier—and that Congress can now deal with as a single issue. The President also warned that he would identify additional projects for individual rescissions in the future.

Congressional experts said they were not sure of the outcome of the effort.

In a White House speech announcing his proposals, President Bush singled out the relatively small earmarks for academic projects involving research on asparagus, mink, and prickly pears as wasteful examples of pork-barrel spending.

Speaking of such research, he said: "The examples would be funny if the effect weren't so serious. And this kind of wasteful spending destroys public confidence in the integrity of the government. And Americans have every right to be

outraged and disgusted. It's their money."

Kelvin Kuong, head of the department of animal science at Oregon State University, said the \$46,000 for mink research at his institution would be well spent. He said the mink industry, which partly supports the work, had sought the earmark. The work is important, he said, because Oregon State is one of two American facilities conducting mink research.

'Part of the System'

"We don't like the earmarking of research funds, but that's part of the system and the game that you have to play," Mr. Kuong added.

Research on topics such as asparagus, mink, and prickly pears is just as legitimate—and unfunny—as research on any other agricultural issue, he said.

"What's funny about spending money on asparagus?" Mr. Kuong asked. "We do research on corn, and soybeans, and on the dairy cow, and on beef cattle, and I don't know anything really funny about any of those." ■

WASHINGTON UPDATE

Administration official criticizes scientists' claims on fetal tissue

Bush vetoes tax bill containing provisions sought by colleges

Report calls for more federal support for non-basic research

A top Administration health official said last week that scientists and reporters had "overstated the benefits" of fetal-tissue transplantation for treating a variety of afflictions.

Speaking at a press conference arranged by the House of Representatives Pro-Life Caucus, James O. Mason, the Assistant Secretary for Health at the Department of Health and Human Services, said: "Some would have us believe that lifting the moratorium on the research from aborted fetuses would provide instant cures for diseases like diabetes, Parkinson's and Alzheimer's. Nothing could be further from the truth."

With the Senate expected to vote, perhaps as early as this week, to overturn the Administration's opposition to the use of fetal tissue from induced abortions. The House of Representatives approved a similar bill last summer. President Bush has vowed to veto any bill that includes a removal of the ban.

Dr. Mason said his main objection to the bill was that lifting the ban would encourage more women to seek abortions.

That action, he said, would also create a demand for fetal tissue that would depend upon maintaining the legality of abortion.

He called the ban "a narrow moratorium with razor-sharp definition" and noted that it did not prevent scientists from us-

ing fetal tissue from ectopic pregnancies and miscarriages and did not restrict scientists from conducting research on animals, using fetal tissue from induced abortions.

—STEPHEN BURD

President Bush has vetoed tax legislation that contained several provisions sought by colleges and universities.

The legislation would have: ■ Extended a tax deduction for employees on educational benefits provided by employers.

■ Restored tax benefits, lost in the tax-reform legislation of 1986, on making gifts of appreciated property.

■ Provided a tax credit for interest on student loans.

The President said he had vetoed the bill not because of the provisions related to higher education, but because of other provisions that would have raised the taxes of some high-income taxpayers.

An attempt to override the veto failed in the House of Representatives last week.

—SCOTT JASCHIK

The federal government's role in civilian technology should be expanded beyond "its primary focus on investments in basic research," to emphasize more partnerships with businesses in advanced research and development.

That recommendation had

come from a panel of the National Academies of Science and Engineering and the Institute of Medicine.

The group recommended that a few agencies, including the National Institutes of Health, spend more on "pre-commercial" research and development—efforts to develop technologies that stop short of "narrow, focused commercial application."

But it also called for the creation of a new, private, quasi-governmental organization, to be called the Civilian Technology Corporation. It would be supported by a one-time federal appropriation of \$5-billion and would work closely with industry to promote cooperative efforts in pre-commercial research and development in key technologies.

The panel emphasized that increased federal support for such work should be closely linked to industrial support, usually meaning that private businesses would be expected to pay about half of the cost of any project. Such joint projects should be initiated and designed by industry, the group added.

As much as possible, it said, the proposed corporation should be set up so that it is protected from political pressures.

Copies of the report, *The Government Role in Civilian Technology*, are available for \$22.95, plus \$3.00 shipping, from the National Academy Press, 2101 Constitution Avenue, N.W., Washington 20418. —COLLEEN CORDES

Students Have Right to See Comments of Admissions Officers, U.S. Rules

Continued From Page A1
tional Rights and Privacy Act, commonly known as the Buckley Amendment after its chief legislative sponsor, former Sen. James L. Buckley. The law generally bars colleges from releasing information about students without their permission, and it grants students the right to see their education records. Colleges that violate the law risk losing their eligibility for federal funds.

LeRoy S. Rooker, who directs enforcement of the law for the Education Department, said that in the four years he had held his post, Mr. Gerstein was the first person to ask whether the legislation covered the reports prepared by admissions counselors.

Some colleges routinely destroy reports prepared by their admissions officers, once students are admitted—a practice that Mr. Rooker said would be legal as long as the college did not destroy a document that had already been requested by a student.

'Candid Evaluations'

Other institutions, Harvard among them, keep the documents. In a letter to the Education Department last year, Harvard lawyer Marianna C. Pierce said the comments in question contained "candid evaluations of the candidate by the initial readers" of the application. She said the comments should not be covered by the Buckley Amendment because they were kept separate from students' permanent records and did not affect students once they had been enrolled.

Ms. Pierce said Harvard kept the

records because they "are useful in explaining our processes in the case of a complaint by a disappointed applicant, or in the case of a review by an outside agency." Admissions officers at other colleges said the comment sheets could also enable counselors to check back—after a student has either thrived or done poorly at an institution—to see if they had made accurate predictions about his or her performance.

Some Materials Exempt

In a letter to Harvard's president, Neil Rudenstine, Mr. Rooker of the Education Department said the university's analysis of the Buckley Amendment was wrong. Mr. Rooker wrote that the Congressional definition of "educational record" included any documents that "contain information directly related to a student" and "are maintained by an educational agency or institution."

Mr. Rooker wrote that the admissions counselors' comments met those criteria and that Harvard had to release the information, which it has since done.

Certain materials, however, are exempt from the requirement. If students—as many colleges request—waive their rights to see letters of recommendation submitted on their behalf, a college may omit comments related to those letters from any materials provided to a student.

Mr. Rooker also said the law did not give any rights to students who had been rejected by a college, since the Buckley Amendment defines a student as someone who has enrolled. The law does, however,



Frank Burnett of the National Association of College Admission Counselors: The quality of evaluations will go down because "you are going to see people being less candid."

give former students the same rights as students.

Mr. Gerstein said he was pleased with the ruling. "Universities should have to defend the way they go about making their admissions decisions, and the universities seem to be saying they don't."

He cited alleged quotas for Asian-American students as just one example of why students should be able to see their complete records. "Why should the university be able to hide behind confidentiality concerns to be able to spin public opinion over the admissions process?" he asked.

Mr. Gerstein said he was disappointed that the law did not cover students who had been rejected, but he said that it still might be possible to get a better sense of why students are admitted by reviewing

the comments on their applications. He also said he hoped to find students enrolled at colleges where they had been placed on waiting lists, to compare comments on their applications with those on the applications of students who had been accepted.

L. Ling-chi Wang, chairman of the Department of Ethnic Studies at the University of California at Berkeley, said reviews of admissions counselors' comments might help Asian-American students. Mr. Wang has been a proponent of the view that universities discriminate against Asian Americans.

Anecdotal, Mr. Wang said, he has heard reports of "subtle bias" in the admissions process. For example, he said, university officials may criticize an Asian-American applicant who has focused on a particular discipline for not being well rounded while complimenting a similar white student for being focused. That happens, Mr. Wang said, because university officials fear that all Asian-American students will end up as engineering or science majors.

Mr. Wang said he thought reviews of the admissions comments might indicate whether such bias was indeed being used to limit the enrollment of Asian Americans.

Anger in Congress

Members of Congress are also angry about the delays. In the past two years, Democratic and Republican lawmakers have used appropriations hearings and reports accompanying appropriations bills to urge the Office for Civil Rights to complete its reviews of alleged cases of discrimination against Asian-American students.

Gary Curran, a former OCR official who is now chief of staff for Rep. Dana Rohrabacher, said the Education Department's handling of the case was "outrageous." Representative Rohrabacher, a California Republican, has been a leading Congressional critic of the civil-rights office on the Asian-American issue.

Said Mr. Curran: "If there had been some other group that had been adversely affected by racial discrimination, there would have been yells and screams that this had sat around for so long after a finding of a violation."

The Education Department spokesman said, however: "We care about achieving compliance in every instance."

15 Ask to See Files

All university admissions officials contacted last week by *The Chronicle* said they did not think any bias would be found in the comments. Willis J. Stetson, Jr., dean of admissions at the University of Pennsylvania, said: "We try not to stereotype any group or any individual."

At Penn, the comments of admissions officers are generally kept for six years. In recent weeks, about 15 students have asked to see the comments that were made about them. Since learning about the Harvard decision, the university has decided to provide the students with the materials and is currently trying to locate the papers.

Mr. Stetson said he was concerned about the effects of the Education Department's ruling. "This could be the beginning of an invasion of the privacy of the selection process," he said. Because of the Harvard ruling,

Mr. Stetson said, Penn may change the waiver it now asks applicants to sign. The waiver says that students understand that application folders will include "evaluation statements from members of the admissions staff" and that "confidential appraisals shall not be disclosed to anyone, including myself."

Mr. Rooker of the Education Department said that while colleges may ask applicants to waive the right to see teachers' recommendations, they may not ask students to waive "blanket waivers" that would apply to the comments of admissions counselors.

Destroyed After 3 Years

Marlyn McGrath Lewis, director of admissions for Harvard and Radcliffe Colleges, said she did not expect any changes there because of the ruling. Ms. Lewis said the comments of admissions counselors were kept for around three years and then destroyed.

Ms. Lewis said that Harvard would comply with the Education Department ruling, but that she did not believe it would always be to students' advantage to review the comments. A freshman, she said, might be discouraged to find out that an admissions officer had reservations about admitting him.

Private colleges and prestigious public institutions are most likely to be affected by the ruling because many other public colleges provide to offer admission to students who meet certain objective criteria, such as grade-point averages or standardized test scores.

Some private institutions, such as Rice and Santa Clara Universities, routinely destroy the comments of admissions officers once students are admitted and so would not have any information to provide students once they enroll.

Daniel J. Saracino, dean of admissions at Santa Clara, said he was not sure if the Education Department ruling would help or hurt the admissions process at institutions that save the comments of admissions officers.

"If it would serve as a reminder for us to be professional, that's not bad," he said. "But if it's going to stifle comments and make people more cautious, I'm sure that's not good."

Government & Politics

Critics of Rules on Minority Aid Face Delay by U.S.

By SCOTT JASCHIK

WASHINGTON

Supporters of minority scholarships are working on a new strategy to delay. Their aim is to prevent the Education Department from issuing regulations that would generally bar colleges from restricting use of their grants to members of racial or ethnic groups.

The Education Department from Secretary Lamar Alexander proposed the regulations in December, after a year-long controversy sparked by department reports that such aid was illegal. The deadline for public comment on the proposed regulations is next month, and Mr. Alexander expected to issue final regulations some time in the next few weeks.

Shaping a Strategy

Opponents of the regulations—including members of Congress, education lobbyists, and civil-rights leaders—have been trying to map a strategy to pressure the department from issuing regulations. A consensus is emerging that lawmakers should delay by asking the General Accounting Office, Congress's watchdog arm, to conduct a study of minority scholarships.

Unclear whether Mr. Alexander would hold off the regulations because of a Congressional request, an Education Department spokeswoman said last week that she thought the department already had enough information to proceed with the regulations.

Aide to Sen. Paul Simon, an independent Democrat who has been a critic of the proposals, said he might be able to provide additional information to change Alexander's mind about the regulations.

Said Mr. Simon: "It isn't a question of what effect this is going to have on particular students. This is a question of enforcing the Constitution."

proposed regulations on minority students. The office might also examine other kinds of scholarships—such as those for athletes, women, and children of alumni—that are not awarded purely on the basis of financial need or academic merit. The aide said that supporters of minority scholarships believed the department did not yet understand that minority scholarships are just one form of aid among many.

Concern Over Possible Veto

Alicia J. Ybarra, who has been studying the minority-scholarship issue for the United States Student Association, said: "A study would show how widespread targeted scholarships are."

Senator Simon's aide said the primary motivation behind the delaying tactic was to get more information to the department and the public. Others who have been involved in the discussions said that delay was essential because the other major option—legislation—would face many difficulties.

Since the controversy over minority scholarships started, some educators have argued that Congress should pass a law declaring them to be legal. But civil-rights activists now are concerned that if Congress passed such a law, President Bush, who opposes minority scholarships, would veto it and use the legislation as a campaign issue in the fall.

While civil-rights lobbyists said they hoped they could win a delay from Secretary Alexander, critics of minority scholarships vowed to oppose any such delay with political pressure or lawsuits.

Richard A. Samp, chief counsel for the Washington Legal Foundation, said that the proposed regulations were "a correct interpretation of the law," and that the department had no choice but to make them final.

Said Mr. Samp: "It isn't a question of what effect this is going to have on particular students. This is a question of enforcing the Constitution."

WASHINGTON ALMANAC

Agency for schools and universities seeking educational materials. By Representative Lloyd (D-Tenn.).

Higher education. HR 4471 would reauthorize for five years the student-loan and other programs of the Higher Education Act of 1965. By Representative Ford (D-Mich.) and 22 others.

International cooperation. HR 4550 would authorize funds to endow a private, non-profit foundation to organize and finance joint research-and-development projects among the United States and some of the states of the former Soviet Union. By Representative Brown (D-Cal.) and seven others.

Maritime academies. HR 4492 would exempt training ships that are operated by state maritime academies from new federal inspection fees. By Representative Fields (R-Tex.).

Paper research. HR 4425 would require the Secretary of Energy to conduct a five-year plan for research into energy efficient pulp and paper technologies. By Representative Swift (D-N.H.) and six others.

Science scholarships. HR 4508 would amend the Excellence in Mathematics, Science, and Engineering Education Act of 1990 by requiring secondary students to take an exam to determine scholarship recipients. By Representative Treadwell (D-Ill.).

Scientist immigration. HR 4526 would, in part, ease regulations to allow some scientists from the former Soviet Union to immigrate more quickly and easily to the United States. By

Representative Bereuter (R-Nebr.) and 10 others.

Scholarship program. HR 4443 would require the U.S. Institute of Peace to establish the Spark M. Matsunaga Scholars Program, which would, in part, provide grants to undergraduates to study international peace issues and conflict management. By Representative Williams (D-Mont.).

Teaching fellowships. HR 4491 would extend the tax-exempt status of the Christa McAuliffe Fellowship program. By Representative Emerson (R-Mo.).

Tribal languages. HR 4517 would make grants available to American Indian tribal governments and other organizations to help promote the study of their languages. By Representative Martinez (D-Cal.).

TRIO programs. HR 4522 would extend the authorization of appropriations for the TRIO programs under the Higher Education Act, which help first-generation college and graduate students prepare and pay for their education. By Representative Alexander (D-Ark.).

Veterans' benefits. HR 4520 would change the date of the start of the Vietnam era to December 22, 1961, for the purpose of determining eligibility for veterans' benefits. By Representative Solomon (R-N.Y.).

SENATE

International cooperation. S 2301 is the Senate version of HR 4550. By Senator Gore (D-Tenn.).

STATE NOTES

- Massachusetts loses \$2-million in federal student-aid funds
- Georgia creates \$50-million distance-learning program
- Texas comptroller calls for audit of guaranteed-loan agency

Massachusetts will lose out on more than \$2-million in federal assistance for student aid this academic year because of how severely it has cut its own spending on financial aid.

The lost money is the amount the state had expected to get from the State Student Incentive Grant program.

The program requires states to match the amount they receive from the federal government with at least an equal sum. The law requires that states like Massachusetts, which exceed the federal grant with a much larger state appropriation, keep student-aid financing at a level equal to the average appropriation in the previous three years to remain eligible for the federal grant. The calculation is not based on a state's entire student-aid spending, but only the amount it designates as a "match" for the incentive program.

For Massachusetts, the average for the previous three years was \$34-million. This year the state is providing only about \$23.7-million for student aid.

"They disqualified themselves," said an Education Department official. Massachusetts officials said they hoped the state's planned increases in student-aid financing for 1992-93 would restore its eligibility for the federal money next year.

Meanwhile, in Rhode Island, officials are concerned that a 15-percent reduction in spending on financial aid proposed by Gov. Bruce Sundlun, a Democrat, will disqualify the state for \$320,000 next year. The reduction would bring the state's spending to \$7.9-million.

Elwood G. Farber, executive director of Rhode Island's Higher

Education Assistance Authority, said the state should not be penalized because it had always designated its entire student-aid budget as the "match" for the federal program. Mr. Farber said it was unfair that Rhode Island could lose its federal funds even though it has consistently provided more than the amount of the federal grant.

—GOLDIE BLUMENSTYK

Georgia's Gov. Zell Miller has created a new program for distance learning and "telemedicine" and has arranged for \$50-million to help finance the new telecommunications network.

The money will come from a fund created in 1990 when the state recouped \$73-million in overcharges from the Southern Bell telephone company.

In an usually swift round of legislative maneuvering last month, Governor Miller, a Democrat, secured the money and the legislation creating a governing board for the new telecommunication network. Within hours of the legislation's passage, he signed it into law.

The Governor said the money would be used to buy and develop technology that will allow colleges, schools, and hospitals to provide classes and medical advice over two-way television. Georgia now has a limited number of distance-learning and "telemedicine" projects in operation, including one that links the Medical College of Georgia with a rural hospital.

A nine-member board of governors, including representatives of the state Board of Regents, the public-school system, and the adult- and technical-education system, will determine how the money is spent. The systems and individual institutions will be asked to apply for the money.

The Governor's legislation does not provide any money to operate the distance-learning programs, and the \$50-million is not enough to link up all the state's schools, colleges, and hospitals. But J. B. Matthews, executive vice-chancellor for information technology for the university system, called the initial appropriation "a rather significant starter fund."

—G.B.

Comptroller John Sharp of Texas has called for a comprehensive audit of the state's Guaranteed Student Loan Corporation and says the resignation of the agency's president provides a perfect opportunity for such a review.

Joseph L. McCormick resigned as president of the guarantee agency in February. The loan corporation's board agreed to pay him \$105,000 in severance—the equivalent of one year's salary—but there has been no explanation for the board's decision to pay the severance. Mr. McCormick, who is recovering from surgery, was unavailable for comment.

J. Malon Southerland, who heads the loan corporation's board, would not discuss reasons for the resignation or the severance pay.

As for the audit, a spokeswoman for the corporation said that the state had not yet initiated an audit and that the corporation's Board of Directors would discuss the request at a meeting this month.

The corporation guarantees about 95 percent of the student loans made by banks to Texas students. Mr. Sharp has been an ex officio member of the loan corporation's board since January 1991, and he said it had been difficult to get information about its finances from agency officials.

Just before Mr. McCormick's resignation, Mr. Sharp sent him a letter seeking answers to 10 questions on loan servicing. He said Mr. McCormick had sent him back a two-inch-thick report.

Said Mr. Sharp: "I think a lot of board members would agree that this was stuff they hadn't seen before. That didn't seem to be the way to run a corporation of that size."

For example, he did not know that the corporation had loan-servicing liabilities that could total \$36-million. By February, that liability had shrunk to \$9-million. Even so, Mr. Sharp said, the board should have been informed.

—MARY CRYSTAL CAGE

Briefly noted

■ Florida lawmakers are still at an impasse over their 1992-93 budget, but legislators repealed a measure that called for reducing the pay of many public-college employees and other high-paid state officials by 3 percent. State higher-education officials fought for the repeal, fearing that its very passage would deter prospective faculty members from coming to Florida or drive away those already employed at public institutions.

■ Faced with anti-tax sentiment and heavy lobbying by coal and oil interests, lawmakers in Wyoming have killed a proposal that would have established a statewide property tax to increase state support for community colleges. Only the seven counties with community colleges now impose such a tax. The colleges also serve students from the 16 other counties, and college leaders had sought the change to spread financing responsibilities more evenly.

■ A new law in New York will end a legal deadlock that had prompted the state to halt payments to the private pension plans of about 17,000 faculty members of the City University of New York and State University of New York systems. The law calls for the state to make the payments retroactively, and it creates a committee to recommend an appropriate level of pension contribution from the state for faculty members who have signed up for the private pension fund.

Many College Fund Raisers See Alumnae as Untapped Donors

Continued From Preceding Page
For the past decade, women have outnumbered men in undergraduate enrollments. When they graduate, women are marrying later, having fewer children, and pursuing professional careers in medicine, law, and engineering. Because they outlive men, women are generally thought to control 60 percent of the nation's wealth, according to fund raisers and others.

A Female Profession

More women are asking other women for money, as well. Except at the very top levels, college fund raising is a female profession. Women have different strategies for working with female donors, several fund raisers say. They don't assume that women will shy away from talking about money, and they are willing to listen to what alumnae are interested in supporting.

And women's ideas about what they can do with their money are changing. Women increasingly are interested in using their money for social and educational change, fund raisers say. At UCLA, a dominant theme that emerged from interviews with alumnae was that men give to preserve; women give to change.

Many coeducational institutions essentially have come to realize what many women's colleges have known and acted upon all along—that women will give generously when they feel a sense of loyalty to their alma mater. Says Peter R. Ramsey, vice-president for resources at Wellesley College: "At the more visible women's colleges, the record speaks for itself."

Wellesley recently raised \$167-million in a five-year capital drive, believed to be the largest amount garnered in a single campaign by a private liberal-arts college. Before Wellesley closed the books on its campaign in January, several other women's colleges had scored campaign coups: Smith College raised

\$163.2-million in a five-year campaign that ended in 1989, and Mount Holyoke College collected \$139-million in a five-year drive that ended in December.

Those campaigns are evidence of a trend noticed four years ago, when the Women's College Coalition studied alumnae giving at women's colleges. Alumnae of such colleges are almost twice as likely to give as are men and women who attended coeducational colleges, and their gifts are, on average, 25 percent larger than those to other colleges, the study said.

Another study, done in 1984 by Yankelovich, Skelly & White, a market research company, found that men tended to give 2.5 percent of their income to charity, while women gave 2.2 percent.

Still, stereotypes die hard. A few years ago, a trustee at the University of North Carolina sparked controversy when he complained that the increasing enrollment of women would lead to decreased fund raising. Similar fears were aired when Princeton and Yale Universities became coeducational in the 1960's.

Losing the Middle Range

At some large research universities—generally the biggest overall fund raisers—women aren't giving at the same rate as men or alumnae of women's colleges. At UCLA, just 13 percent of "Chancellor's Associates"—donors who give between \$1,250 and \$5,000 a year—are women. Many universities report that gifts from women tend to be at the low and top ends. "The middle range is where they don't give," notes Martha A. Taylor, vice-president of the University of Wisconsin Foundation. Ms. Taylor serves as co-director of the Network on Women as Philanthropists, a new group of college fund raisers and others interested in empowering women as philanthropists.

Yet at a few coeducational institutions, the proportion of women

making donations is actually higher than that of men. That is the case at Colgate University, where 53 percent of the university's 6,000 female graduates give, compared with 49 percent of the 18,000 male graduates. Even so, the average gift by women to Colgate is only about half that of men.

To persuade women to give more, Colgate is moving a staff member from its alumni office to development, to concentrate on working with woman donors.

Going for the 'Known Wealth'

"We have felt for some time that we have been a very male-oriented development office—for good reasons. We went where the known wealth was," says Ronald Joyce, Colgate's vice-president for external affairs. "But it's becoming increasingly clear that there is wealth and expertise in the hands of our woman graduates."

If women haven't given as much as they could, part of the blame lies with institutions that never approached women or assumed that men made the decisions about money. Ms. Taylor tells the story of visiting a working woman and asking for a major contribution for the university's library. "It's about time someone asked me," the woman replied.

Important differences exist between men and women and their respective giving. Ms. Taylor and others say. While some men may be motivated to increase their gifts because someone else is giving more, appealing to ego usually doesn't work with women, many fund raisers say. Relatively few women want their names on buildings or plaques, they add, and some prefer to give anonymously—sometimes confounding hopes that women become more visible philanthropists.

Others say women's philanthropic interests differ from those of men. "They've seen the football fields and the basketball monuments, but they want to help students," says Ms. Taylor. At UCLA, female graduates have been interested in how the university is working to solve such problems as

Business & Philanthropy

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Support. For professorships: \$5.4-million divided among Case Western Reserve U., Indiana U., Northwestern U., and U. of Chicago.

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Curriculum. For a German-American research institute: \$350,000 to Pennsylvania State U.

Management. For the school of management: \$2-million to Case Western Reserve U.

WEATHERHEAD FOUNDATION

41 White Consolidated Industries
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Management. For the school of management: \$2-million to Case Western Reserve U.

GIFTS & REQUESTS

Colorado School of Mines. For undergraduate scholarships: \$1-million from Francis J. and Mary B. Labriola.

Florida State University. For a professorship in the college of law: \$100,000 from Elizabeth Atkinson.

For scholarships: \$100,000 from Ted and Sara Rodrigue.

Keuka College.

For support of programs: \$500,000 from the estate of Betty Wallis.

Miami University (Ohio). For the capital campaign: \$1.8-million from Roger and Joyce Howe.

University of Alabama. For scholarships and student loans: \$1.25-million from Mr. and Mrs. Hall W. Thompson and their son, Michael D. Thompson.

University of California at Los Angeles. For a professorship in family medicine: \$500,000 from George F. Kachler.

University of Kansas. For the capital campaign: \$700,000 from Phillips 66 Company.

For scholarships in the department of aerospace engineering: \$709,731 from the estate of Irene McClure Goldsmith.

University of Missouri at Rolla. For scholarships in civil engineering: \$100,000 from Ruth V. Abben.

Virginia Commonwealth University. For a program that teaches children in their early teens how to transfer to the classroom and daily life, skills they learned in sports: \$165,000 from Athletic Footwear Association.

Western Wyoming Community College. For support of programs: \$1-million from the estate of Anna Haid Williams.

homelessness and drug abuse and how it is improving the lives of students. Ms. Sublett says.

Communication and the attitudes that development officers have toward women are also issues. "Men have had good advocates within institutions," Ms. Sublett says. "They've had the football tickets and the CEO luncheons. Women haven't had people asking them what they are interested in."

Treatment Is Different

"Especially widows and elderly women," she continues. "All of a sudden they're very interesting to an institution, and then the development officer thinks she needs guidance, she doesn't really understand. If she were a man, she wouldn't be treated that way."

For colleges that do raise their expectations for alumnae, fund raisers report an "awakening" among female graduates who had been generous with their time but not necessarily their wallets. "We began to see light bulbs going off in their heads when we challenged them," says Bonnie J. McKenzie, vice-president for college advancement at Keuka College.

Ms. McKenzie recalls approaching two Keuka graduates for major donations to the college's \$9-million Centennial Campaign. "One was floored by the request I put to both of them," says Ms. McKenzie. "She said, 'I don't know why I'm so shocked by this. Being a philanthropist means acting on the social responsibility we learned at Keuka, but I never thought to apply that to myself.' Then she said 'Besides, we couldn't raise \$9-million by selling brownies.'"

Keuka, a woman's college until 1985, has raised \$9.5-million so far in the three-year campaign. Gifts from women graduates are 10 to 15 times as large as previous ones. Sharon Smith is precisely the kind of donor Keuka was hoping to reach. A 1967 graduate of the college, Ms. Smith previously gave Keuka's annual fund \$25 or \$50 a year. "What I was sending was the equivalent of a dozen cookies," she says wryly.

When the college's campaign opened, she was asked to give

more, and Ms. Smith says she was forced "to rethink her giving."

Ms. Smith has pledged \$1,500 to Keuka over three years, a donation that will be matched by her company, Black & Decker, for a total gift of \$3,000. Ms. Smith, who is putting two children through college, took on consulting work at night so she could make her pledge. Although her gift meant extra work, Ms. Smith is happy to be supporting her college more generously.

"My contention is that men coming out of Cornell and Colgate are expected to give more than women," she says. "Those expectations have to change."

Jean Manchester agrees. Ms. Manchester is a 1948 graduate of the University of Wisconsin and chair of the university's Women's Council, a group of women who have given \$10,000 or more each. She provided the seed money to start the new Center for Women and Philanthropy, an academic project, and she also has given \$100,000 to establish a Center on Excellence in Family Studies.

Ms. Manchester says she gives her money where she sees the need. "This is something women didn't learn from our mothers," she says. "We learned how to give time and baked goods and so forth, but not to give money. That is something that is needed to be learned and understood."

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Students

DePaul Program Offers Ambitious Singers Way to Explore the Demands of Opera

Months of rehearsal for opening of 'Carmen'

By SUSAN DODGE

CHICAGO
Upstairs at the Blackstone Theatre, in a cramped, brightly lit dressing room, Jennifer Nardine is applying a second coat of red lipstick and staring into the mirror with a nervous smile. Around her, dozens of other DePaul University students are humming scales to warm up their voices and rushing off to a fountain to gulp water.

The students are preparing for a dress rehearsal of *Carmen*, the classic Georges Bizet opera about a soldier's fatal attraction to a gypsy. The opera was first performed in 1875 in Paris. The DePaul students are singing an English translation of the opera.

"For me, this is a test of a lifelong goal," says Ms. Nardine, a senior at DePaul University who is a member of the chorus. "I always wanted to go into opera, but it's very competitive. This gives me a chance to see what it's like."

Second Home for Performers

Four blocks south of DePaul's campus in the city's Loop, and just off busy Michigan Avenue, the Blackstone Theatre has become a second home to dozens of DePaul students who want to become professional singers or actors after they graduate.

For more than 50 years, DePaul has offered a major in vocal performance. Today about 75 students are enrolled in the program. Most pursue professional singing careers after completing the undergraduate program or after earning a graduate degree. Many who want to pursue careers in opera do not join professional companies until they are at least 30 years old—an age at which many singers find that their vocal range is at its peak, according to DePaul administrators.

DePaul bought the Blackstone Theatre, which had been built in 1910 in the French Renaissance style, in 1988 as a venue for music and theater students to practice and perform. Since then, hundreds of students have appeared in plays and operas before packed houses. The theater, with its original crystal chandeliers and 1,325 plush, red chairs on three levels, has an intimate atmosphere.

Chaos of a Dress Rehearsal

Chaos reigns backstage tonight as men in soldiers' uniforms pass out rifles and knives to be used in Act One, and a woman dressed as a cigarette factory worker bolts up the stairs toward the dressing rooms yelling, "I need more hair spray."

Tonight's dress rehearsal is the first time the orchestra, the singers, and the technicians—all students—have been able to work together. Before this, the orchestra and singers have rehearsed separately, and the technicians have fine-tuned the lighting and set changes without the performers. Now, about 100 students will be working

Continued on Following Page



Cast members prepare for their dress rehearsal of DePaul U.'s production of Bizet's "Carmen."

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Aspiring Singers Get a Glimpse of the World of Opera

Continued From Preceding Page

As opening night approaches, most of the participants have been practicing for more than four hours a night, five days a week for the past several weeks. They also have been trying to find time to study for finals.

Stephanie Odquina, a sophomore playing one of several cigarette factory workers, says: "People warned me about this, but I didn't realize what it would feel like to be in an opera and have four finals going on at the same time."

The undergraduate and graduate

"People warned me about this, but I didn't realize what it would feel like to be in an opera and have four finals going on at the same time."

students in the opera say they rarely go out to bars or parties after they finish rehearsals at 11 p.m. They are too tired, and they must save their voices for the next day's work. They usually go home, study for a short while, then go to sleep. At the theater tonight, only a costume room piled high with backpacks and notebooks offers evidence that these mezzo-sopranos and tenors are college students.

"Opera requires a level of dedication beyond which many people would consider healthy," says the director, Harry Silverstein, who is a visiting professor of music at DePaul.

Memorization and Training

Mr. Silverstein has directed professional operas in Chicago, New York, San Francisco, and Houston.

U.S. Judge Upholds University's Right to Set Curriculum

A U.S. District Court judge has ruled that a veterinary-medicine major at the Ohio State University has no constitutional right to require a change in the curriculum.

Jennifer Kissinger, a senior at Ohio State, sued the university in 1990 claiming that the College of Veterinary Medicine's curriculum went against her religious beliefs by requiring third-year students to perform surgery on live animals. The animals are anesthetized during the surgery and later are killed.

In response to her complaint, Ohio State created an alternative curriculum in 1991 that does not involve surgery on live animals.

Ms. Kissinger's lawyers then filed a motion requesting that the university reimburse her legal fees. But District Court Judge George C. Smith denied the request for reimbursement.

Said Mr. Smith: "Students have no right to tell their teachers how they are to be taught."

—SUSAN DODGE

in the United States, and in Germany, England, and the Netherlands. Memorizing the notes and words—which must be done well in advance of rehearsals—as well as the dramatic training and choreography involved, can be very draining, he says.

Even the production itself, at 3 hours and 45 minutes with two intermissions, is grueling. Many of the students say they must drink at least two gallons of water a day to keep their overused vocal cords going.

All that water and practice must be paying off. At tonight's rehearsal, the singing is deemed excellent by the director and by Linda Hirt, a lecturer in opera and piano at DePaul University. It is the little details that need polishing.

Amy Pickering, who is playing Carmen, cannot seem to throw a rose directly at Don José, the soldier who falls in love with her. It flies offstage, and a woman in the chorus has to retrieve it and hand it to Don José.

Meanwhile, Elizabeth R. Magnuson, a junior playing Micaela, Don José's girlfriend, has trouble concentrating on her lines because a wisp of hair from her blonde wig keeps falling into her mouth. "The rehearsal is for them to learn how to keep going even when things go wrong," Ms. Hirt explains.

In addition to the vocal-performance majors who are singing in the opera, DePaul University theater majors are manning the sophisticated lighting equipment above the stage and helping to organize props. The orchestra is made up of students from the School of Music.

Between acts, some of the tension of the rehearsal seems to fade. Many of the performers take breaks upstairs in their dressing rooms, joking about some of the mistakes they made on stage.

"Carmen, are you saying that you couldn't hit the broad side of a barn with that rose?" asks Lindsey Rene Larsen, who plays one of her gypsy friends. Ms. Pickering laughs. "Yes, that's right," she says.

Many of the students hope to sing professionally after they graduate. Ms. Magnuson plans to look for work in Germany and Austria, where opera companies flourish, as opposed to the United States where, she says, there are fewer opportunities.

Ms. Nardine has a plan if she can't find a job singing. She has taken several courses in computer science and says she may look for a job in programming. "It's wise to have some practical skill when you're trying to break into a creative field like this," she says.

Hitting Their Stride

Some of the students performing in the opera say that even if they aren't selected to join professional opera companies, they plan to use their voices to earn money. "There are always churches, weddings, and funerals that need singers," says Frank Villella, a senior majoring in vocal performance. Mr. Villella is playing the role of Lillas Pastia, a tavern owner.

For now, though, the students are not as concerned about jobs as

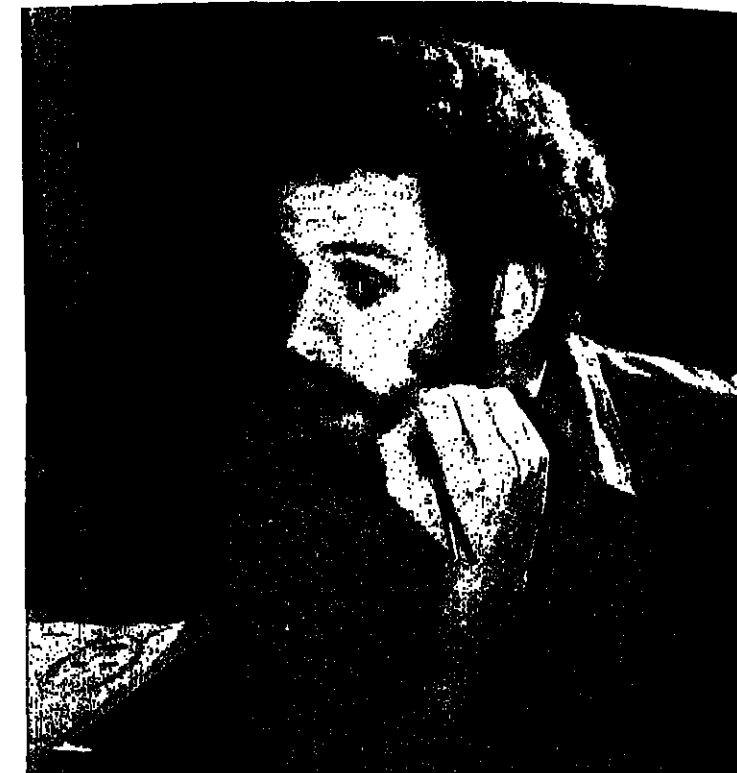
they are about their performances. Many are nervous because they have never seen a production of *Carmen* and never performed in an opera before.

A few days after the dress rehearsal, it's time for opening night. At Friday and Saturday nights' performances, things go well, but by Sunday night, the production hits its stride.

The singers' vocal range is impressive, the lighting goes according to plan, and even Carmen's rose lands perfectly in Don José's hands.

As the last notes are sung, the audience begins to applaud loudly in a long ovation. The students, beaming, join hands and take a bow.

Frank Villella: If he doesn't join an opera company, he says, "there are always churches, weddings, and funerals that need singers."



Students

Athletics

NCAA to Back Measure That Requires Colleges to Reveal Athletics Costs

By DOUGLAS LEDERMAN

WASHINGTON The National Collegiate Athletic Association has agreed to support federal legislation that would require colleges that give athletic scholarships to reveal their sports expenses and costs. The NCAA's backing greatly increases the chances that the measure will become law.

A version of the legislation—which had been amended by its sponsor, Rep. Paul D. Henry, to address concerns expressed by the NCAA—was approved by the House last week as part of the Higher Education Amendments of 1992. The Senate's version of the amendments, which was adopted last month, did not require financial disclosure by sports programs.

Both Representative Henry, a Michigan Republican, and an NCAA official said they agreed that with the NCAA's backing, the measure would survive a House-Senate conference committee and become law. Michael Scott, a lobbyist for the NCAA, said the association disagreed with many of Mr. Henry's views about college sports. "We've been reasonable on this, and we will accommodate it," said Mr. Scott. "We are satisfied with this."

Aggressive Opposition

That represents a marked change for the NCAA. In 1990 it aggressively fought a previous draft of Mr. Henry's bill, which would have required colleges to report for athletic revenues and expenses sport by sport and to account for each dollar of revenues and costs by allocating it to a sport. The NCAA said the bill would burden college officials by requiring them to report financial information in a different way from their usual methods.

The House passed the bill, but opponents in the Senate successfully excluded it from a broader campus disclosure law. Recent discussions between NCAA officials and Mr. Henry's staff resulted in a compromise. The bill approved last week would require colleges to make public their total revenues and expenditures for athletics, and more specific breakdowns for football, men's and women's basketball, all other men's sports combined, and other women's sports combined.

U. of Nevada Board Rejects Role of Basketball Controversy

LAS VEGAS, NEV. The University of Nevada's Board of Regents voted 5 to 4 last week not to conduct an inquiry into the basketball controversy at the Las Vegas campus.

Jerry Tarkanian, the UNLV men's basketball coach who has sought to rescind his resignation he offered last June, had asked the regents for an outside investigation into whether university officials had conspired to force his ouster.

UNLV's president, Robert C. Maxson, had grudgingly said he would cooperate with such an inquiry. The regents' vote was seen by some observers as a lukewarm endorsement of his handling of the basketball flap, and an indication of possibly

any support. —DOUGLAS LEDERMAN

Status of Sports Investigations on College Campuses

A symbol (#) indicates that an item has been added or changed since this list was last published in The Chronicle (January 29, 1992).

Auburn U. The university said (4/30/91) that it had received an official letter of inquiry from the NCAA, which listed possible rules violations in Auburn's men's basketball and men's tennis programs. The university said (7/15/91) that it had conducted an internal investigation into the two sports programs and would cooperate with the NCAA inquiry. Two former football players—one of whom said he had audiotaped tapes to support his charges—told The Montgomery Advertiser (9/27/91) that they had received illegal payments from coaches and alumni. Auburn's head coach, Pat Dye, and several assistants denied the charges. Another former player, Vincent Harris, said (10/6/91) that he had received money from assistant football coaches, at least once at the direction of Mr. Dye. On tapes released by Eric Ramsey (10/20/91) to The Birmingham News, an Auburn booster who is a friend of Mr. Dye is heard offering to give the player cash for car payments and Christmas presents. Mr. Ramsey released (11/3/91) new tapes on which he appeared to have recorded three current or former assistant coaches' offering him cash. The CBS News show "60 Minutes" (12/22/91) broadcast a taped conversation in which Mr. Dye tells Mr. Ramsey that he will try to help him get a loan. The following week, according to documents, Mr. Ramsey received a \$9,000 loan from Colonial Bank, which is owned by an Auburn trustee. Mr. Dye sits on the board of the bank's holding company.

Austin Peay State U. President Oscar Page said (4/22/91) the NCAA was investigating possible violations in the recruitment of Bashir Ahmed, a basketball player who never enrolled at Austin Peay. The university admitted (6/27/91) that an assistant coach had violated three NCAA rules and said it would cut its basketball scholarships for next year to 14 from 15.

Bail State U. The university acknowledged (8/19/91) that it was investigating possible improper use of long-distance telephone service by men's basketball players. Four current players admitted (10/16/91) charging more than \$800 in unauthorized calls to the university. They agreed to reimburse the university and were declared eligible to compete by the NCAA. A university official said (12/6/91) that the investigation was continuing into possible abuse by former players.

Chicago State U. The Chicago Sun-Times reported (11/7/91) that the NCAA was investigating charges that the university's sports officials had changed athletes' grades to keep them eligible and allowed part-time and transfer students to compete although they had not met entrance requirements. The athletics director, Al Avant, said he was not aware of any inquiry.

Clemson U. The Atlanta Journal-Constitution reported (10/24/90) that the NCAA was investigating the possibility that the high-school transcript of Wayne Buckingham, a recruit, had been altered and that someone had taken the Scholastic Aptitude Test in his place. Clemson announced (12/4/91) that NCAA enforcement officials had accused the university of lacking control over the basketball program and admissions officials of ignoring evidence that Mr. Buckingham should have been ineligible. Clemson's dean of admission and registration is B. J. Skelton, who also is the NCAA's secretary-treasurer.

Jackson State U. Martin Epps, the track-and-field coach, was relieved of his duties (10/8/91) because of an inquiry into possible violations in his program. Mr. Epps will keep his job as a professor of physical education, the university said. Jackson State admitted (12/28/92) to violations in the track program.

Middle Tennessee State U. In Nashville, The Tennessean reported (4/28/91) that the NCAA was reviewing possible rules violations in the men's basketball program. A university official confirmed (12/9/91) that NCAA investigators had been on the campus.

Oklahoma State U. The Daily Oklahoman re-

ported (12/5/90) that the NCAA had notified Oklahoma State officials that it had begun a preliminary investigation into one of the university's sports programs. Oklahoma State suspended its wrestling coach, Joe Seay (5/17/91). The newspaper reported (7/24/91) that NCAA enforcement officials had returned to the Stillwater campus to review charges that Mr. Seay had directed his players to lie to investigators. The university released (11/7/91) an official letter of inquiry in which the NCAA's enforcement staff listed 25 possible violations in the wrestling program. They included charges that Mr. Seay had paid some athletes to work at his summer camp and paid others for work they had not done.

South Carolina State U. The university's trustees met (3/16/92) in closed session to discuss charges that the athletics program was under NCAA investigation.

Syracuse U. The Syracuse Post-Standard reported (12/20-21/90) that a seven-month investigation had shown that the university's men's basketball program had broken dozens of rules in recent years. Syracuse's coach, Jim Boeheim, denied the charges, but the university said it had sent the NCAA a copy of the stories. The NCAA's eligibility panel upheld (12/5/91) Syracuse's decision in October to declare ineligible Conrad McRae, a basketball player, after an internal inquiry found that the university had violated NCAA rules in recruiting him. A state judge in New York (12/6/91) granted Mr. McRae's request for a restraining order that allowed him to compete despite the NCAA ruling. The eligibility committee (12/19/91) reversed its earlier ruling, saying Syracuse, not Mr. McRae, should bear responsibility for the violations. The university said (2/12/92) that its internal review of the basketball program had found 13 apparent violations of NCAA rules, including booster payments to athletes. President Kenneth A. Shaw said the inquiry had uncovered no violations by coaches and called the violations that were discovered "isolated."

Tennessee State U. University officials acknowledged (4/25/91) that the NCAA was planning to investigate possible rules violations in the football program, including charges of possible "illegal inducements" to recruits. The university said (12/19/91) that it had violated some rules, and that it had reprimanded Joe Gilliam, the football coach, and stripped Jimmy Bethes, a quarterback, of his eligibility.

U. of Arkansas at Fayetteville The Arkansas Democrat reported (9/22/91) that NCAA investigators were looking into possible violations in the transfer of two junior-college athletes to the university last summer. Frank Broyles, the athletics director, confirmed (11/19/91) that he had been interviewed by the investigators.

U. of Miami University officials said (8/19/91) that they would investigate charges that athletes may have received some federal student aid by fraudulent means. A former academic counselor in Miami's sports program admitted (6/23/91) that he had falsified Pell Grant applications for athletes and charged the athletes \$85 each to feed his cocaine habit. Four Miami coaches testified (12/3/91) before a federal grand jury that they did not know that the forms had been falsified on behalf of athletes.

U. of Nebraska A university official said (6/13/91) that an internal inquiry had revealed possible violations of NCAA rules in the men's basketball program. Nebraska said (9/9/91) that it had found no violations committed by coaches. But its internal investigation found that two players had received improper benefits from a booster, and the university cut its basketball grants by one and limited the number of paid visits it will provide to recruits in 1991-92.

U. of Nevada at Las Vegas The university's athletics director said (7/20/89) that NCAA investigators had visited the campus to look into possible violations in the recruitment in 1985 and 1986 of Lloyd Daniels, a high-school basketball star who never played for the university.

The NCAA charged (12/18/90) UNLV with 29 rules violations, many of them major. The Los Angeles Times reported (3/6/91) that NCAA investigators were also reviewing possible violations in the recruitment of Ed O'Bannon, a basketball player now at the University of California at Los Angeles. The Las Vegas Review-Journal published photographs (5/26/91) showing former UNLV players with a man convicted of fixing sporting events. Jerry Tarkanian, the basketball coach, said (6/7/91) that he would resign after the 1991-92 season. UNLV officials said (7/2/91) that they had received a now set of charges from the NCAA stemming from the recruitment of Mr. O'Bannon and another player. The university released a secretly made videotape (11/26/91) of a conditioning class taught by a UNLV basketball coach that apparently shows the team practicing before the official start of the season.

U. of New Mexico The university said (9/13/91) that one of its gymnasts, Luis Lopez, who had acknowledged receiving \$500 a month from the Mexican Gymnastics Federation, would not compete until the NCAA reviewed his case. The university said (3/17/92) that it had requested and received the resignation of its women's gymnastics coach, Pete Longdon. A university official said only that Mr. Longdon had violated "rules and regulations" of the university, its conference, and the NCAA.

U. of New Orleans The university said (2/27/92) it had elected the NCAA to tumors that the men's basketball program might have violated rules in the late 1980's, and that it had hired an investigator to study the charges.

U. of Pittsburgh The university said (9/16/91) that it was investigating whether a soccer club had violated NCAA rules when it paid \$10,000 to the then-head football coach, Mike Gottfried, for speeches. The Pittsburgh Press reported (12/19/91) that a football player, Keith Hamilton, had refused to sign a document that would allow university investigators to review records of money that reportedly had been wired to him. Pittsburgh's men's basketball coach, Paul Evans, denied (3/11/92) a charge in The New York Daily News that the NCAA was investigating the recruitment of Jamal Faulkner, a New York City star, in 1989.

U. of Texas-Pan American The NCAA charged (2/11/92) the university with lacking institutional control over its men's basketball program.

U. of Virginia The university said (5/21/91) that it would investigate about three dozen loans made in the 1980's to athletes and graduate assistant coaches by a booster group. A three-member committee will review whether the loans by the Virginia Student Aid Foundation violated NCAA rules governing improper financial aid. Many of the loans were made while Richard D. Schultz, the NCAA's executive director, ran Virginia's sports program. Mr. Schultz said he knew nothing about the loans.

Vanderbilt U. The women's basketball coach, Phil Lee, resigned (3/9/91) after he reportedly failed to provide complete information to NCAA investigators. News reports said that the association was investigating charges that Mr. Lee had violated some minor recruiting rules, and that the coach had withheld some information from NCAA investigators during their inquiry.

INVESTIGATIONS RESOLVED

U. of Nebraska The university said (3/16/92) it had received word from the NCAA that it would not have to forfeit football games because a player, Omar Soto, admitted having played in a scrimmage while at a junior college in 1988. The NCAA concluded that Nebraska did not know that Mr. Soto had played in parts of five college seasons, which is a violation.

U. of Pittsburgh Criminal proceedings against four former employees charged with stealing booster money ended when the employees agreed (1/22/92) to reimburse the university for over \$110,000 they had taken.

International

Trinity College in Dublin—the Irish Republic's oldest university—is planning to increase its enrollment of students from Northern Ireland, which is part of the United Kingdom.

A warm welcome for students from the North was promised by Trinity's provost, Toni Mitchell, when he spoke at celebrations commemorating the granting of a charter to the college 400 years ago.

He said that Trinity was well equipped to contribute to a reconciliation between the island's opposing political traditions. It has a proud record in the area of religious tolerance and general freedom of thought and has evolved a wholly non-sectarian ethos, he said.

Trinity lists among its alumni Edmund Burke, Samuel Beckett, Oscar Wilde, Jonathan Swift, and Ernest T. S. Walton, who shared the Nobel Prize in Physics in 1951.

Also, many Northern Irish leaders who want to retain the union with Britain were educated at Trinity.

"We believe that students of all persuasions from Northern Ireland will find, as they have always done in the past, a congenial academic environment at Trinity," said Mr. Mitchell. "We believe their presence and their experience here will be a force for greater understanding and reconciliation. We welcome them and will actively seek to recruit them in large numbers."

As recently as three decades ago, up to one-third of Trinity's students came from the North. But the numbers have dropped off sharply, particularly since the latest round of "troubles" began more than 20 years ago. Now fewer than 200 of Trinity's 9,200 students are from Northern Ireland.

Mr. Mitchell told his audience that he was anxious to increase the number to between 600 and 800 over the next few years.

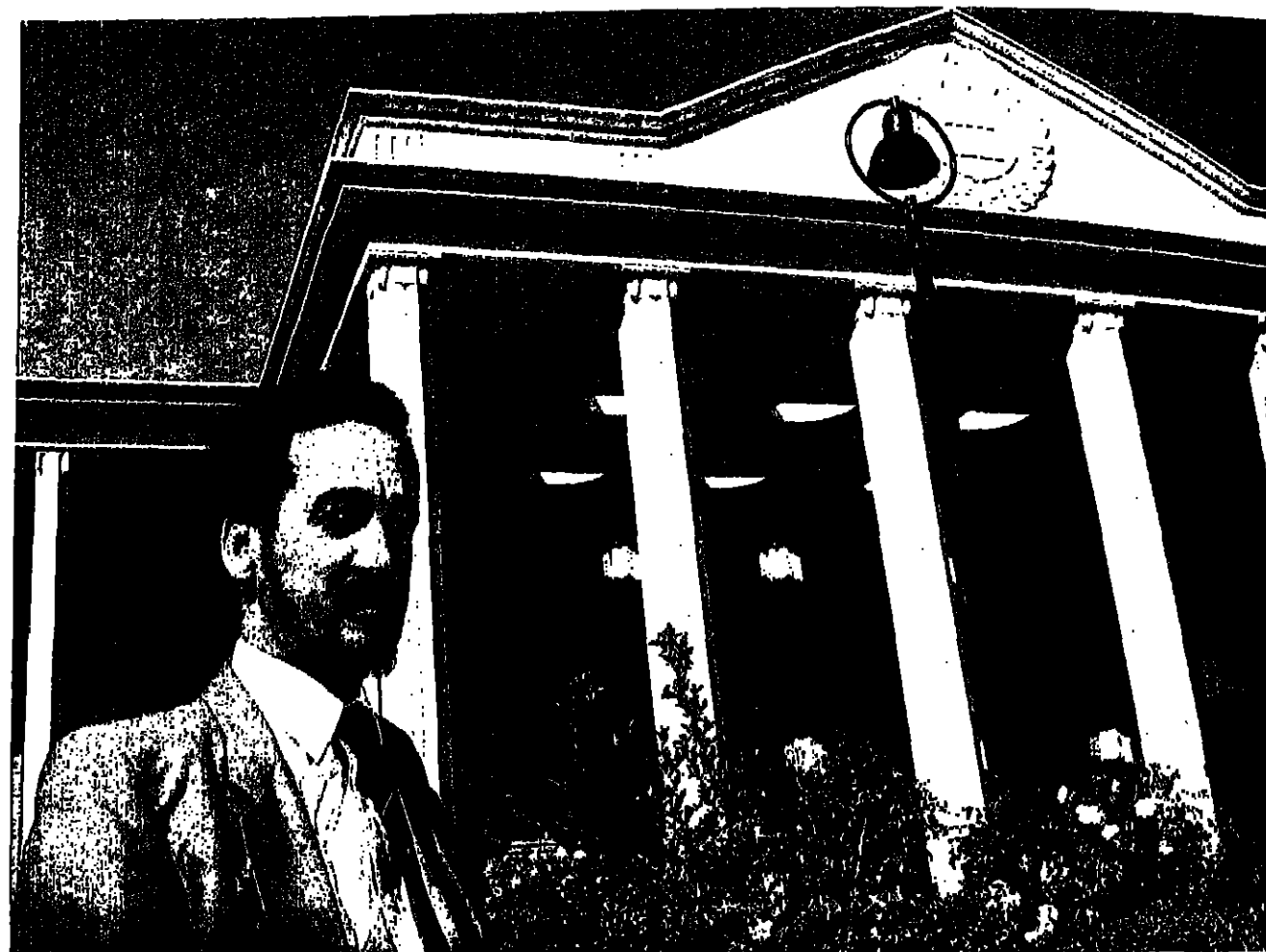
He also said he wants students from the North to be representative of both political positions—nationalist and unionist.

Six results from the University of Central America in El Salvador who were murdered in 1989 have been posthumously awarded \$100,000 by a Texas-based human-rights organization.

The fund, which will be used to endow a professorship at the San Salvador university, was established to honor the memory of the Jesuits, who were killed by Salvadoran soldiers in a massacre on the campus. Two military officers were convicted last fall on charges stemming from the killings.

The grant was made by the Carter-Menil Human Rights Foundation, which was co-founded by former President Jimmy Carter. The funds will support an endowed chair at the university's new human-rights institute.

The foundation also awarded a total of \$70,000 to 15 other people involved in human-rights work in Latin America.



ERIC NIELSEN FOR THE CHRONICLE

British Election Puts Spotlight on Higher-Education Issues and Importance of Votes by Professors and Students

By DAVID WALKER

LONDON
If next week's general election in Britain were to be decided by the votes of students and their professors, the Labor Party would emerge the clear victor, according to surveys of voter preferences.

Labor has been the consistent preference of a majority of professors and has led in two successive polls of students.

In national opinion polls, however, the Labor and Conservative parties are running neck and neck, and it is likely that neither will come out of the election with a majority of seats in the House of Commons.

The votes of academics and students may be of particular importance in a number of districts that are home to university campuses and where incumbent Conservative Members of Parliament face strong challenges. The cities of Bath, York, and Cambridge are among such districts. In Oxford East district, one of the few Labor representatives in the southern part of England faces a tough fight, and the votes of academics and students at both the University of Oxford and Oxford Polytechnic could help determine the outcome.

Questions on Salaries and Finances

The election is taking place during the universities' Easter vacation, however, and that may mean students will vote in their home districts, reducing their potential impact. Under British law, students can choose to vote either in the city where their university is located or in their home district. Most students do not choose to

apply for the absentee ballot that would allow them to cast their preference in the university district even during vacations.

The Association of University Teachers is not making an official endorsement, but it is urging its 30,000 members to question candidates in the election on their pos-

"Politicians are clearly ignorant or deliberately concealing the impact that the increase in student numbers will have" if universities are not given enough financial support.

sitions on faculty salaries and university financing.

In a statement, the association said that "politicians are clearly ignorant or deliberately concealing the impact that the increase in student numbers will have" if universities are not given enough financial support to maintain the quality of the system.

Labor and the Liberal Democrat Party are on record favoring a new government review of faculty pay, which the Tories oppose. Jack Straw, Labor's education spokesman, has said the way salaries for professors are now negotiated is cumbersome and should be replaced by a neutral panel that would judge the need for a salary increase according to the state of the economy and other factors. Labor would re-

spect the findings of the panel unless there were "compelling" reasons not to. The Conservative government recently rejected the idea of a pay-review panel for university professors. The Tories favor local pay bargaining between vice-chancellors and professors, based on supply and demand.

A key issue affecting students is the loan program introduced by the Conservative government in 1990. Labor's official platform highlights its commitment to abandon the student-loan program, but offers no specifics on what it would put in its place beyond pledging "a fairer system of student grants and help for housing and vacation hardship." The statement refers to the abolition by the Conservatives of students' rights to apply to government welfare agencies for money during university vacations.

In their platforms, all the parties commit themselves to continue the expansion of higher education. Mr. Straw said Labor wanted Britain to become the "academic powerhouse of Europe." Labor would double the number of students in the system within 20 years; the Tories promise an unspecified number of "extra enrollments" and an expansion of the loans program.

Pledge by Tory Spokesman

Keith Hampson, a Tory higher-education spokesman, pledged that under a Conservative government one in every three 18-year-olds would enter higher education by 2000. That effectively would mean the

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South African Universities Seek Partnerships in U.S. and Other Countries

By LINDA VERGNANI

CAPE TOWN
As political reforms gather momentum in South Africa, more and more historically black and Afrikaner universities that long have been isolated from international contact are forming partnerships with higher-education institutions in the United States and other countries.

Academics and politicians here agree that such links—and the exchange programs and scholarly cooperation that they typically will generate—could play a key role in the development of South African higher education and in lessening racial inequality. This is especially true of institutional relationships designed to increase the research and teaching capacity of the black universities.

Leaders across South Africa's higher-education spectrum say there is a desperate need for outside funds in such critical areas as academic support for disadvantaged students and staff development for blacks. But while South African students

Jay Gerwel, rector, University of the Western Cape: "Everyone agrees that we need investment, but at what point? Is it really a political question?"

and academics alike support the call for cooperation and financial assistance from institutions abroad, there is widespread disagreement among them on whether U.S. universities should yet re-invest in companies doing business here.

Some higher-education leaders argue

it is obvious the process of change won't be reversed."

However, spokesmen for the African National Congress and the South African Students Congress maintain that universities overseas should wait until an interim government is in power before rein-

"The main thing is to create equal opportunities for all our people. Without investment from the rest of the world, we won't be able to get the economy of South Africa really going."

vesting in companies trading in South Africa.

John Samuel, head of the education department of the African National Congress, said the optimistic view was that an interim government would be in power by June, with the end of the year being the more conservative estimate.

According to reports in the South African press, government ministers thus far have been unwilling to set any sort of deadline for the transition to an interim government.

"As far as the question of sanctions is concerned, we definitely need invest-

ment in a future South Africa," said Rob-

inson Ramatse, president of the South African Students Congress. "But the international community should make it clear that there will be no investment until there is a transitional authority in place."

The student congress, known as SASCO, is a non-racial organization with branches at more than 120 universities, technical institutes, teacher-training colleges, and other institutions. Mr. Ramatse said the student organization fully supported foreign universities' providing direct assistance to institutions in South Africa.

The congress, he said, urges potential sponsors to give priority to "traditional African universities—but that does not mean we are excluding liberal universities, because we also have African students" at those institutions.

Goal Is to Empower Black Students

Mr. Ramatse said the main goal of such assistance should be to empower black African students through support programs and other projects. The student leader said grant makers should consult with student and community organiza-

Crowded Universities Would Gain Autonomy With New Italian Law

By JANE MONAHAN

ROME
A sweeping law that would give Italy's public universities much greater control over their own affairs will be one of the items of business awaiting the country's new Parliament, to be chosen in general elections next week.

The last Parliament dissolved before it could take action on the university-autonomy law, but political and higher-education leaders are confident of the legislation's ultimate passage. The law is the final element in a package of reforms introduced over the past two years that many say are helping to reshape Italian higher education.

Seeds in Earlier Plan

The wave of reform ironically had its seeds in an earlier plan to grant universities more autonomy. Two years ago, Antonio Ruberti, the Minister for Universities and Scientific and Technological Research, proposed giving public universities the right to seek external, private financing for the first time. The move sparked nationwide demonstrations by students, who protested that having companies and other outside organizations provide funds to higher education would inevitably lead to interference in university affairs and violations of academic freedom.

The students also seized the occasion to protest a lack of services and gross overcrowding at public universities. The some-

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During protests two years ago that precipitated many of Italy's current higher-education reforms, students at Rome's La Sapienza university filled a plaza with newspapers and floated a vessel they said symbolized the institution adrift in a sea of paperwork.

South African Universities Seek Partnerships to Ease Isolation

Continued From Preceding Page
tions before allocating their funds. In the past two weeks, he said, delegations of students and academics from Canada, France, and the Netherlands have visited South Africa and consulted with SASO and other organizations about where aid should be directed.

Argument for Investment

Ikey van de Rheede, president of the non-racial Union of Democratic University Staff Associations, which has about 5,000 members on 19 campuses, said he strongly urged American universities to invest now in companies operating in South Africa. "We need to strengthen our growth rate in South Africa, and that in turn will have a positive impact" on higher education, he said. "I would argue that at this particular juncture, development is important and growth

investors should discuss with the major political actors. "Everyone agrees that we need investment, but at what point? That really is a political question," he said. "I think everyone would wish it could be sooner rather than later."

Mr. Gerwel said the need to invest in education was not a matter of political dispute, but he cautioned that links and exchanges with overseas universities needed to be carefully constructed with long-term goals in mind.

The University of the Western Cape, he said, had been "overwhelmed with approaches for cooperation and linkages, and we are actually becoming quite selective." The university has decided that it will enter only into such partnerships with clear objectives "related to institution building, to 'capacity building,' as the World Bank calls it."

For example, he said, Western Cape had a productive relationship with the University of Missouri that was focused largely on building up the South African institution's academic-development program. Major components of the partnership were faculty exchanges and joint research projects.

Mr. Gerwel said support certainly should be given to South Africa's historically black universities, whose needs were more apparent than those of other institutions. But, he added, "nation building is not an obliterating exercise. It's not about destroying anything at the historically white universities, including the Afrikaans universities."

'Quite Exciting Things'

Mr. Gerwel said some Afrikaans universities—including the University of the Orange Free State, which had been among the most conservative in the country—were now "doing quite exciting things" and were enrolling growing numbers of black students. "So these institutions should be maintained and developed as well," he said.

Ben Khoupa, academic registrar



Cape Town's Mamphela Ramphele: "For a long while the majority of black students will not be able to afford their fees."

of the black University of Fort Hare, said he would like to see exchanges of graduate students and lecturers. "Black universities need to raise their capacity for research, at least to a reasonable level of development that will enable them to count themselves among just the universities in South Africa," he said.

Mr. Khoupa said he had invited experts from Cornell University, Michigan State University, the University of California at Davis, and the North Carolina Agricultural and Technical University to come to South Africa to help develop a full-time master's degree program in agriculture at the University of Fort Hare.

Mr. de Vries, the Stellenbosch rector, said his university—after years of isolation enforced by an international academic boycott—was now looking at proposals for exchange agreements with universities all over the world. "We are flooded with exchange proposals—I've got 10 or 11 proposals lying here right now," he said. Among them, he said, were proposals from the University of Leiden in the Netherlands, the Catholic University of Louvain in Belgium, and the University of Bordeaux in France.

Mr. de Vries said overseas universities could support and assist South African higher education through programs that would help academics here "be in contact with new developments in their fields."

Call for Exchange Programs

John Samuel of the ANC said he would like to see more links between overseas universities and those in South Africa, including exchange programs and staff and professional development projects. But he stipulated that such pro-

ships with South African universities," added Mr. Samuel.

Mamphela Ramphele, a physician who is deputy vice-chancellor of the University of Cape Town, declined to comment on "the political question" of when American universities should reinvest in companies that do business in South Africa. However, she said she believed that grant makers should invest directly in university programs, particularly those "to enable blacks and women to compete on an equal basis."

Strained Resources

Dr. Ramphele, whose portfolio includes Cape Town's equal-opportunity programs, said that other areas she felt should be emphasized by overseas donors included academic support and financial aid for black students—"because for a long while to come, the majority of black students will not be able to afford to pay their fees."

She said the university's own resources were strained because of cuts in government subsidies, and it now is seeking outside support for its libraries. "We need support to be able to buy books for our libraries and to be able to subscribe to journals that are impossibly expensive," she said.

Asked whether the historically black institutions needed support more than the liberal, racially open universities, she said she rejected such an approach to the issue.

"Each institution has its unique needs," she said, "and people wanting to support South African higher education should look at what each institution offers and choose what they feel is appropriate for them to support."

Dr. Ramphele said the argument that historically black universities should be supported over other institutions was "very destructive, because to kill off UCT because it happens to have better resources than Fort Hare is a nonsense idea. You can support both. You don't have to say 'either/or.'"

Close British Election Puts Spotlight on Votes by Professors and Students

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by the end of the century student numbers would be double what they were in 1979.

That year is crucial in British political calculations, since it was when Labor lost office and Margaret Thatcher came to power. She was ousted by Conservative Members of Parliament in 1990 and replaced by John Major. After initially emphasizing his own lack of academic credentials, Prime Minister Major's rhetoric has stressed educational opportunity.

Labor Promises More Money

Labor promises to expand opportunities for adults to return to higher education, possibly by increasing grants for Open University programs. The party also pledges more financial support for "access courses" and programs to help students become better prepared for higher education.

Labor also promises to reorganize financing for scientific research. Recent efforts by the party to present itself as financially responsible have led its spokesmen

to distance themselves from earlier commitments to large-scale additional expenditures on education and science.

The Conservatives, in contrast, have tried to distance themselves from Mrs. Thatcher's legacy of spending cuts. The budget for scientific research is to increase sharply over the next three years. Even after allowing for inflation, spending on non-military science research will, by 1994, be 30 per cent higher than it was in 1980.

If neither the Tories nor Labor come out of the election commanding a majority in the House of Commons, the next government might need to rely on support from smaller parties in which academic influence might be strong.

Italy's Crowded Universities Would Gain Autonomy Under New Law

Continued From Page A37

protests—which included building takeovers and sit-ins—disrupted many Italian campuses for weeks in early 1990 and led to mass arrests. But the issues on which the government reforms have been reflecting have been adopted by the government.

Narrowing Still an Issue

Two years after these protests, questioning about what a public university's autonomy should mean is no longer an issue for students, says Franco Rizzi, the rector in charge of international relations at La Sapienza, which is the original University of Rome. The institution, whose name means wisdom, claims to be the most overcrowded university in all of Europe—it enrolled 47,000 students in 1990-91. The changes aimed at easing the overcrowding there and at other campuses.

For in every five universities in Italy are public, and the 67 public institutions together enrolled all 1,800,000 of the 1.3 million stu-

dent entering the public universities is to guarantee that students will finish and get jobs at the end."

Italy's higher-education system is Darwinian."

Mr. Rizzi says a principle running through all of the government's expansion measures is that the overcrowding and congestion in higher education should be solved not by breaking up existing universities and spinning off entire schools and faculties to become separate single-discipline centers, but by creating new, smaller uni-

The new university in Rome, to open in the fall, will offer degree programs in architecture, economics, engineering, law, mathematics, natural sciences, physics, and political science. Rather than settling on one location for the university, the government opted for two campuses, both reasonably close to the city center: one in Viale San Paolo, a district in the south of the city, and the other in the Santa Maria de la Piedad area, in the north. At the outset, classes will be held in rented buildings.

The rector at La Sapienza, Giorgio Tecce, says he is counting on the new university in Rome to help solve some of the problems at his campus, especially the overcrowding.

Learning From Mistakes

The location of the new university's two campuses indicates that the government learned from its mistakes. In an earlier bid to ease the overcrowding at La Sapienza, the government decided 11 years ago to open a second public university in Rome, called Tor Vergata. But the city approved only one location for the university, which was miles from the center of Rome in an area not well served by public transit.

As a result, enrollment at Tor Vergata hovers around 10,000, while more than 180,000 students now attend La Sapienza, about 6.6 per cent more than enrolled there five years ago. Mr. Rizzi, the vice-rector at La Sapienza, says the disparity can easily be explained: "La Sapienza is situated near the city center; Tor Vergata is in the sticks."

Mr. Rizzi says a principle running through all of the government's expansion measures is that the overcrowding and congestion in higher education should be solved not by breaking up existing universities and spinning off entire schools and faculties to become separate single-discipline centers, but by creating new, smaller uni-



Franco Rizzi of Rome's La Sapienza University: "Italy's higher-education system is Darwinian."

versities. Mr. Rizzi says the latter approach is essential if institutions are to preserve their identity and culture as universities.

Easing the overcrowding by expansion is seen by many here as one way to help lower the astonishing dropout rate in Italian higher education. About 70 per cent of all students who enter universities do not stay to complete a degree program, which usually takes five or six years.

"Italy's higher-education system is Darwinian," says Mr. Rizzi. "But limiting the number of students entering the public universities is no guarantee that students will finish and get jobs at the end. The 30 per cent of students who do complete their course are now very good indeed. They have done so against all the odds."

The government has taken other

steps to raise the numbers of graduating students and at the same time modernize the system.

For instance, in anticipation of the European Community's move in 1993 to a single economic market, the Italian government's three-year higher-education plan calls for the introduction of some 800 new, shorter courses of study in which students can earn degrees or diplomas in two to three years. About 150 such programs in engineering, medicine, and business already are being introduced.

Mr. Rizzi says the shorter courses will insure that the type of student who now drops out of the public universities with nothing to show for the effort will, in the future at least, leave with some form of certification.

In addition, the degree reform seeks to correct some of the distortions that now exist in Italian higher education between the courses of study most popular among students and the qualifications in greatest demand in the labor market. In 1989-90, for example, Italy's universities produced 12,000 lawyers but only half that number of engineers—but there is a shortage of engineers while many lawyers are unemployed. Similarly, studies at the ministry for universities reveal that public universities are now producing fewer pharmacists, agronomists, and technical instructors than the market needs.

Steering Clear of Protest

Faculty members at public and private universities alike say the reforms and expansion plans are proof that the government wants to avoid, at all costs, a repetition of the nationwide student protests of two years ago.

But beyond that, Mr. Ruberti's policies reflect pressures to make Italian universities more efficient. Indeed, top academic and government officials credit the minister for providing the leadership that has long been needed to shake up higher education. Mr. Ruberti,

who has remained in his post in the caretaker government, is running for a seat in the new Parliament. He is expected to retain his cabinet post in what will probably be yet another coalition government.

Fabio Matarazzo, who has responsibility for universities at the Ministry of Public Instruction, says students have accepted the reforms largely because their own concerns have been met. For example, the government agreed to make a concession to students and wrote a guarantee into the proposed new autonomy law that states, "The essential workings of a public university, including paying for faculty and non-faculty salaries, and for research and infrastructure, will go on being guaranteed by the state."

Student Concerns Eased

"As a result," Mr. Matarazzo says, "getting private financing at a public university is seen as something extra, and the risks of a private company's influencing the content of university courses—which is what concerned the students so much—are now minimized."

In addition, under the autonomy law, students for the first time will have a formal role in the governance of the public universities. The law provides for the formation of a new student senate on each campus that will have a say in matters relating to courses, schedules, academic assessment, and student services.

The legislation also includes provisions to make higher education

"The new university-autonomy law represents an attempt to combine the philosophies of a European welfare state with a market economy."

more accessible to Italians regardless of their social and economic circumstances.

All in all, the framework seems to be set for more students to enter Italian public universities, not fewer.

Increasing Efficiency

Against this background, the government hopes to increase the efficiency of the universities by allowing, under the new autonomy law, a total of six representatives from regional and provincial governments and companies a place on the administrative councils of the state universities. This comes after criticism that public-university management, and the administration of the budgets at those institutions, has been lax.

The new law also includes a proposal to set up, for the first time, an independent body of outside experts charged with monitoring the use of public funds at the universities.

"The new university-autonomy law represents an attempt to combine the philosophies of a European welfare state with a market economy," says Mr. Rizzi. "What is not clear yet, however, is which philosophy will prevail."

to the economy is important, and one might not wait for an interim government before it occurs."

Said Roger Burrows, the education spokesman for the liberal Democratic Party: "The referendum is a signal example of a sea change in the white population's thinking." He said he felt strongly that U.S. universities should reinvest in companies operating in South Africa and "get fully involved now. They should also be participating in academic and other exchanges with universities in South Africa."

Jakes Gerwel, rector of the University of the Western Cape, said the question of whether to reinvest in South Africa was not an educational one but a political one, which

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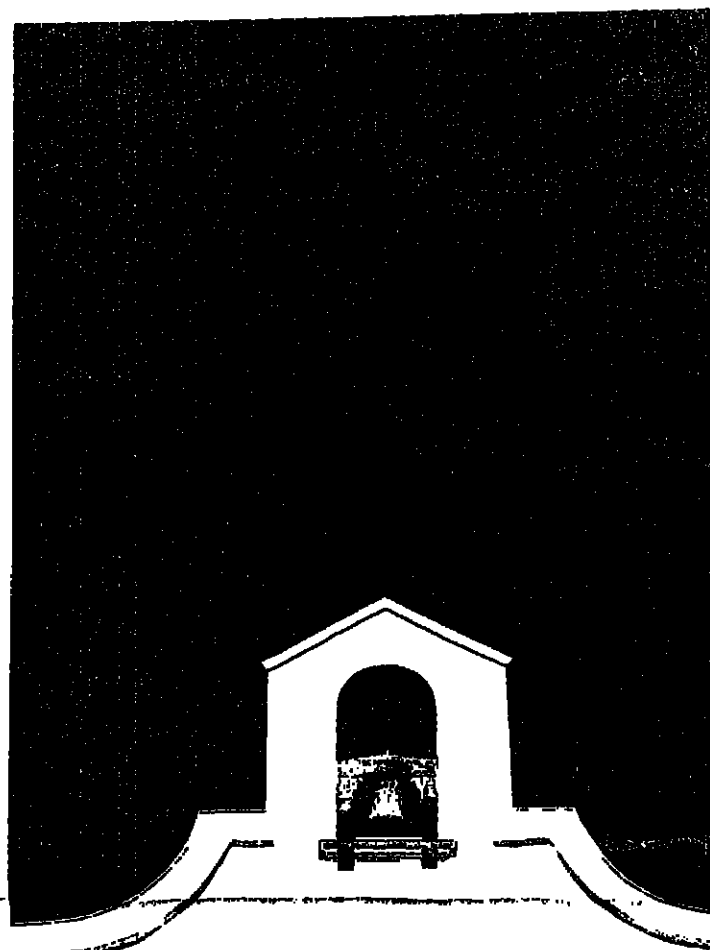
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Antonio Ruberti, Minister for Universities, gets credit for reforms that are helping to modernize higher education in Italy.

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D1392

YALE UNIVERSITY continues to cope with its financial difficulties (*The Chronicle*, March 25). **Frank M. Turner**, provost since 1988 and chief organizer of the university's "restructuring" committee, announced last week that he would return to full-time teaching and research in the history department at the end of this academic year.

He will be succeeded as provost by **Judith S. Rodin**, a professor of psychology and of medicine and psychiatry who became the first woman dean of the university's Graduate School of Arts and Science last July. She will be the highest-ranking woman academic officer in the Ivy League—but not the first female provost at Yale University. **Hanna H. Gray** held the post before becoming president of the University of Chicago in 1978.

In his letter of resignation, Mr. Turner said he looked forward to continuing his work in British and European intellectual history. "I take much encouragement from the example of John Henry Newman, who wrote his most important books after having been a university administrator," he said.

In announcing the selection of **Alexander M. Sanders, Jr.**, as the next president of the College of Charleston, **Joe E. Berry, Jr.**, chairman of the college's Board of Trustees, said, "The board is very happy to have a person of Alex Sanders's caliber as the next president." Some members of the faculty and staff are not so happy—as Mr. Berry seemed to acknowledge by continuing, "The board received numerous written comments from faculty and staff, all of which were considered and discussed."

The presidential search had been contentious from the outset, and the faculty recently requested a delay in the naming of a president "in order to provide for faculty input after the candidates have been interviewed." Critics cited Mr. Sanders's lack of experience in higher-education administration and his political connections to members of the board. A former member of the South Carolina legislature, Mr. Sanders has been chief judge of the South Carolina Court of Appeals since 1983 and has taught in the law schools at the University of South Carolina and Harvard University.

Mr. Sanders will succeed **Harry M. Lightsey, Jr.**, on October 1.

Also named to a presidency was **Joseph D. Olander**, who resigned in September 1990 as the chief executive of Evergreen State College following a long dispute over his academic credentials. Mr. Olander, who earlier served as vice-president of the University of Texas at El Paso, will become president of Teikyo Westmar University in Iowa on May 1. The university was formed when Westmar College merged with Japan's Teikyo University in 1990.

When **Beatrix A. Hamburg** succeeds **Robert J. Haggerty** as president of the William T. Grant Foundation on July 1, she will join her husband as president of a national foundation. **David A. Hamburg** is president of the Carnegie Corporation of New York.

James Boren, founder of the International Association of Professional Bureaucrats and political-science scholar, is once more running for President. (He last ran in 1984.) His campaign literature is headed "Honest Jim Boren for President—the grandpa from Tahlequah. I have what it takes to take what you've got."

Gazette

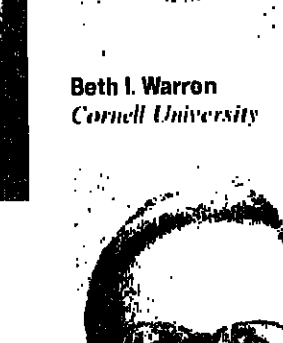
APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Ellen S. Hurwitz
Albright College



Sheila E. Megley
Salve Regina
University



Beth I. Warron
Cornell University

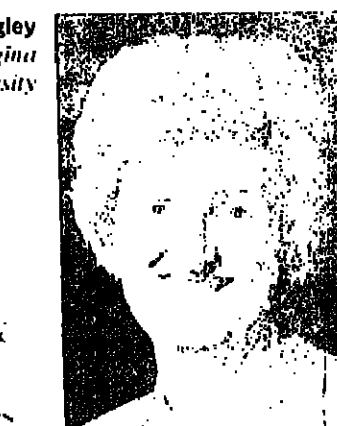


John T. Park
University of Missouri
at Rolla

Diane Carey
Napa Valley
College



Edwin B. Strong, Jr.
Culver-Stockton
College



Susan Resneck Parr
University of Puget
Sound

■ **New college and university chief executives:** Albright College, Ellen S. Hurwitz; College of Charleston, Alexander M. Sanders, Jr.; Columbia College Chicago, John B. Duff; Fulton-Montgomery Community College, Jacqueline D. Taylor; Jackson State University, James E. Lyons, Sr.; Morehead State University (Ky.), Ronald G. Eaglin; Napa Valley College, Diane Carey; Oakland University, Sandra Packard; Salve Regina University, Sheila E. Megley; Teikyo Westmar University, Joseph D. Olander; University of California at Riverside, Raymond L. Orbach; University of California at Santa Cruz, Karl S. Pister; University of Missouri at Rolla, John T. Park; University of Puget Sound, Susan Resneck Parr.

■ **Other new chief executive:** William T. Grant Foundation, Beatrix A. Hamburg.

Appointments, Resignations

Loula Anderson, director of the student center at Pittsburg State U., to director of the student union at California State U.—Domínguez Hills.
William G. Anyan, Jr., associate director for development at North Carolina Museum of Art (Raleigh, N.C.), to vice-chancellor for advancement at U. of North Carolina at Wilmington.
Juan A. Asanolo, assistant professor of surgery at Temple U., to associate professor of surgery and chief of the Division of Trauma Surgery and Surgical Critical Care at Hahnemann U.
Beverly Blais, executive director of Project International Emphasis at Virginia Community College System, to chair of the humanities division at the Loudoun campus of Northern Virginia Community College.
Hugh W. Bonner, program director at Texas Higher Education Coordinating Board, to

associate dean of the school of allied health at Texas Tech U.
Roger Brooms, director of development at Tufts U., to vice-president.
Diane Carey, vice-president for instruction at Napa Valley College, to president and superintendent.
Michael J. Cleary, assistant dean for student development at Clermont College of U. of Cincinnati, to assistant provost for student services at New Mexico State U. at Carlsbad.
Richard Dudley, professor of education and of history at Duane College, also to dean of graduate programs in education and administrative arts.
John B. Duff, commissioner of Chicago Public Library and former chancellor of Massachusetts Board of Regents of Higher Education, to president of Columbia College Chicago, effective in August.
Ronald G. Eaglin, chancellor of Coastal Carolina College of U. of South Carolina, to president of Morehead State U. (Ky.).
G. Gregory Fahlund, vice-president for development and external affairs at Law-University, to vice-president for development and alumni programs at Wesleyan U.

Frank Frankfurt, program director for core curriculum in the Division of Education, Programs at National Endowment for the Humanities, to dean of arts and sciences at Hood College.
Carl E. Halsech, former member of the medical faculty at U. of Vermont, to associate professor of surgery and director of the division of surgical immunology and transplantation in the medical school at East Carolina U.
J. William Hamlin, dean of administration at Schenectady County Community College, to vice-president for administration at State U. of New York College of Technology at Delhi.
Ellen S. Hurwitz, provost and dean of the faculty at Illinois Wesleyan U., to president of Albright College.
Thomas K. Kim, president of McMurry U., has announced his retirement, effective May 31, 1993.
Harold Laydon, vice-president for academic affairs and dean of the college of Lake Erie College, to interim president.
Brian Levin-Stankovitch, director of admissions at Florida Atlantic U., to director of admissions and enrollment management.

Continued on Following Page

Gazette

Continued from Previous Page
Anthony Lombardo, president of the University of Illinois at Chicago, to be dean of undergraduate studies.
James E. Lyons, Sr., president of Boston State U., to be president of Jackson State U., effective July 1.
William H. Meach, president of Middle Tennessee State U., to be president of the University of Tennessee at Chattanooga, effective May 1, 1992.
Susan Montgomery McCammon, associate professor of psychology at Fairleigh Dickinson U., to be director of the women's studies program.
Richard C. McCreary, former president and chief executive officer of American Airlines, to be president of the University of North Carolina at Charlotte, effective August 1.
Mitchell L. Moore, director of major gifts at U. of Richmond, to be vice president for development.

Joseph D. O'Connor, former president of the University of North Carolina at Charlotte, to be president of the University of North Carolina at Charlotte, effective May 1, 1992.
Raymond L. Oshary, president of the college of letters and science at U. of California at Los Angeles, to be dean of U. of California at Riverside.
Sandra Packard, provost, vice chancellor for academic affairs, and professor of curriculum at U. of Tennessee at Chattanooga, to be president of Oakland U. at U. of Tennessee at Chattanooga.
John T. Park, interim chancellor at U. of Missouri at Rolla, to be chancellor.
Susan Resnick Parr, vice president for academic affairs at U. of California at Los Angeles, to be president of U. of Portland.
Clyton H. Phares, vice president for educational advancement at U. of California at Los Angeles, to be vice president for development and public relations at Maryland College.
Karl S. Plaster, interim chancellor at U. of California at Santa Cruz, to be president.
Peggy Prother, corporate relations officer at U. of California at Santa Cruz, to be director of development and alumni affairs.

Ingrid W. Reed, assistant dean and director of administration at the school of public and international affairs at Princeton U., to be vice president for public affairs and corporate secretary at Rockefeller U.
John Roberto, executive director of operations at U. of California at Los Angeles, to be vice president.
Alexander M. Sanders, Jr., chief judge of the South Carolina Court of Appeals, to be president of College of Charleston.
Judith Ryland Sizer, lawyer in Boston, to be assistant general counsel at U. of California at Los Angeles.
Max J. Skolnik, dean of the college of arts and sciences at U. of Missouri at Kansas City, to be dean.
Jacqueline D. Taylor, vice president for institutional research, planning, and development at Lansing Community College, to be president of Lansing Community College.
Robert A. Trinchera, acting associate vice president for admissions and enrollment services at California State U. at Hayward, to be director of university relations and development.

Both I. Warren, associate vice president for human resources at U. of Southern Maine, to be associate vice president for human resources at U. of Southern Maine.
Sandra Whitlow, former program specialist at North Harris Montgomery Community College District, to be dean of community education at Kingswood College.

Deaths

William H. Brown, 50, financial manager of Contra Costa Community College District, February 15 in San Francisco.
Wilfred Carley, 61, professor of biology at City College of City U. of New York, March 18 in New York.
Clarence F. Casale, 67, former director of the medical records department at McGuire College of Virginia, March 13 in Richmond, Va.
Robert A. Cooper, Jr., 59, head of the cancer center at U. of Rochester, March 19 in Rochester, N.Y.
Louis J. Garsman, 61, professor of neuropsychology at City College of City U. of New York, March 17 in Malvern, Pa.
James R. Herzhberger, 58, associate professor of music at U. of Wisconsin at Platteville, March 14 in Dubuque, Iowa.
John W. Horvath, 39, coordinator of residence education at Virginia Commonwealth U., March 12 in Richmond, Va.
Hans Jellinek, 81, professor emeritus of art at City College of City U. of New York, March 13 in New York.
Ellen H. Johnson, 81, professor emerita of art at Oberlin College, March 23 in Oberlin, Ohio.
Herb B. Jones, 76, associate professor emeritus of languages and linguistics at Western Michigan U., February 29 in Lake City.
Phyllis A. Krumm, associate professor emerita of art at Ohio State U., March 1 in Columbus, Ohio.
Deane Montgomery, 82, professor emeritus of mathematics at Institute for Advanced Study, March 15 in Carolina, Meadows, N.C.
Kenneth E. Naylor, Jr., 55, professor of Slavic and East European languages and literatures at Ohio State U., March 10 in Columbus, Ohio.
Lawrence Olson, 73, former professor of history at Wesleyan U., March 17 in Washington.
Harry Orinsky, 84, former professor of biblical literature at Hebrew Union College-Jewish Institute of Religion, March 21 in Owings Mills, Md.
Douglas Radloff-Umstead, 52, professor of Romance languages and literatures at Kent State U., March 22 in New York.
George S. Round, 84, former director of public relations at U. of Nebraska, March 16 in Camarillo, Cal.
Sargent Russell, 76, professor emeritus of agriculture and food economics at U. of Massachusetts at Amherst, March 17 in San Francisco.
John C. Sheehan, 76, professor emeritus of chemistry at Massachusetts Institute of Technology, March 21 in Key Biscayne, Fla.
Henry B. Smith, 74, former vice-provost and dean for research at North Carolina State U., March 15 in Raleigh, N.C.
Jean E. Spencer, 38, former deputy chancellor of U. of Maryland System, March 19 in Lanham, Md.
Dorian Sprandel, 50, associate vice president for university marketing and student affairs at Eastern Michigan U., March 11 in Ann Arbor, Mich.
John D. Strong, 87, former head of the laboratory of astrophysics and physical meteorology at U. of Massachusetts at Amherst, March 21 in Amherst, Mass.
Allan Tucker, professor of higher education at Florida State U., March 4 in Tallahassee, Fla.
Shirley Ullman Wedden, 65, professor of education at Brooklyn College of City U. of New York, March 12 in Brooklyn, N.Y.
Paul N. Ylvisaker, 70, professor of education and former dean of the graduate school of education at Harvard U., March 17 in Washington.

In the Associations

David Lester, professor of psychology at Richard Stockton State College, has been elected president of International Association for Suicide Prevention.

Miscellaneous

Jonathan N. Gray, regional operations director at Stanley H. Kaplan Educational Center (New York), to be vice president for marketing.
Beatrice A. Hamburg, professor of psychiatry and pediatrics and director of the division of child and adolescent psychiatry at Mount Sinai School of Medicine, to be president of William T. Grant Foundation.

Mount Sinai School of Medicine

Parole G. Hikos, director of planning at U. of Connecticut, to be associate in charge of the Boston office of Ita Park and Associates.

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The Chronicle.

APRIL

8. Minorities: "Increasing Minority Participation in Math-Based Disciplines: A National Conference," California State University at Long Beach. Contact: University Extension Services, (310) 985-2828.
 9. Multicultural studies: "1992: Intersections and Convergences," conference, Long Island University, Brooklyn, N.Y. Contact: Bernice Brail, (718) 488-1049.
 10. Technology: "Educational Technology and Interactive Strategies," videoconference, George Washington University. Contact: Braden Kuhlman, (800) 476-5001.
 Continued on Page A43

Coming Events

Continued from Page A42

- 8-10: Aesthetics.** Pacific Rim meeting. American Society for Aesthetics, Pacific Grove, Cal. Contact: Peter Broad, Philosophy Department, University of Oregon, Eugene, Ore. 97403-1202.
- 8-10: Fund raising.** "Presidential and Inservice Leadership in Fund Raising." workshop. Council for Advancement and Support of Education, Omni Royal Orleans Hotel, New Orleans. Contact: Cary, (202) 328-5900.
- 8-10: Student recruitment.** "Developing a Creative and Effective Recruitment and Retention Program." workshop. Council for Advancement and Support of Education, Forum Hotel, Chicago. Contact: Cary, (202) 328-5900.
- 8-11: Business education.** "How to Develop and Implement Effective Programs." international conference. National Association of Small Business International Trade Educators, Marriott Hotel, El Paso. Contact: Small Business Development Center, El Paso Community College, (915) 534-3418.
- 8-11: Child care.** Annual meeting. National Coalition for Campus Child Care, Brookdale, Colo. Contact: University of Colorado, Office of Child Development Services, (303) 492-5151.
- 8-12: Archaeology.** Annual meeting. Society for American Archaeology, Pittsburgh. Contact: SAA, (702) 233-9774.
- 8-12: Black studies.** "Strategies for Developing an African World Perspective for the 21st Century." annual conference. National Council for Black Studies, Clarion Hotel, St. Louis. Contact: Francine C. Childs, (614) 594-1307, Barbara W. Childs, (614) 594-2242, or Mike, (614) 292-1035.
- 9: Research.** "The Genetic in the Genome." interactive teleconference on the Human Genome Project, Virginia Polytechnic Institute and State University and more. Contact: (703) 231-6351 or (408) 744-5191.
- 9-10: Academic advising.** Regional conference. National Academic Advising Association, Reno. Contact: Cherry Hart, (213) 516-3378.
- 9-10: Academic advising.** Regional conference. National Academic Advising Association, University of Alabama, Birmingham, Ala. Contact: Nancy Walburn, (205) 974-6135.
- 9-10: Academic advising.** "Academic Advising and Corporate Funds: How to Write a Winning Proposal." workshop. Council for Advancement and Support of Education, Toronto. Contact: (202) 328-5900.
- 9-10: Management.** "Project Planning and Cost Control." workshop. OR/ED Laboratories, Oriental, N.C. Contact: OR/ED, P.O. Box 888, Oriental, N.C. 28571; (919) 249-3040.
- 9-11: American studies.** "American Encounters: Exploring the Great Plains."

- workshop. University of Nebraska, Lincoln Hilton Hotel, Lincoln. Contact: Center for Great Plains Studies, University of Nebraska, (402) 472-1082, fax (402) 472-1124.
- 9-11: Education reform.** "Education Reform." national institute. National Education Association, St. Paul. Contact: NEA, (703) 684-6242, fax (703) 684-6161.
- 9-11: Ethics and information.** "Information in Contemporary Society." Ethical Studies colloquium. University of Notre Dame, Notre Dame, Ind. Contact: (219) 239-6601.
- 9-11: Higher education.** National conference on college teaching and learning. Florida Community College at Jacksonville, Dunn Hotel, Jacksonville, Fla. Contact: Hill Martin, (904) 632-3155, fax (904) 632-3191.
- 9-11: International studies.** "Government Structures in the United States and the Former U.S.S.R." conference. Hofstra University, Hempstead, N.Y. Contact: Hofstra Cultural Center, (516) 463-5669.
- 9-11: International studies.** "Intellectual and Social Change in Central and Eastern Europe." conference. Rutgers University at Newark and Parisian Review, Newark, N.J. Contact: (201) 648-5016.

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- 9-11: Languages.** "Gender and Genre—From Illusion to Reality." meeting. College Language Association, University of Tennessee, Knoxville, Tenn. Contact: James J. Davis, (202) 306-6734.
- 9-11: Phenomenology and literature.** "Allegory Old and New—In Literature, the Fine Arts, Reality." annual conference. International Society for Phenomenology and Literature, Cambridge, Mass. Contact: A. T. Tymoczko, World Phenomenology Institute, (617) 489-1695.
- 9-11: Philosophy.** "Figuring the Self." symposium. University of Iowa, Iowa City. Contact: Guenter Zoeller, Department of Philosophy, University of Iowa, Iowa City 52242.
- 9-12: Campus activities.** Regional conference. National Association for Campus Activities, Milwaukee. Contact: Jerry Bland, University of Wisconsin, Oshkosh, Wis. 54901; (414) 424-2327.
- 9-12: Curriculum.** "The Liberal Arts of Science." conference. Michigan Education Foundation and University of Wisconsin, Madison, Wis. Contact: Robert March, (608) 262-5947.

REQUESTS FOR PROPOSALS

National Collegiate Athletic Association announces its Request for Proposals: Initial-Eligibility Clearinghouse

The NCAA is soliciting proposals from third parties to develop and administer an initial-eligibility clearinghouse on behalf of its 516 Divisions I and II member institutions.

The deadline for submission of proposals is May 6, 1992.

For further information and the Request for Proposal, contact:

Daniel T. Dutcher
Director of Legislative Services
NCAA
6201 College Boulevard
Overland Park, Kansas 66211-2422
913/339-1906 (phone)
913/339-0032 (facsimile)



CALL FOR PROPOSALS

The Federal Emergency Management Agency is requesting proposals to evaluate a specific group of the Emergency Management Institute's courses for their appropriateness for redevelopment in various distance education/alternate delivery formats. Contact:

Cindy Adams
NETC Procurement Office
301-447-1221

to obtain a copy of the Request for Proposal

- 9-12: Health.** "National Community College Wellness Conference." Maricopa Community College and other sponsors. Sheraton Tempe. Mission Palms Hotel, Tempe, Ariz. Contact: Mary Gendron, (602) 731-8000, fax (602) 731-8450.
- 9-12: Languages.** "Central States Conference on the Teaching of Foreign Languages." Wayne State University and other sponsors. Dearborn Hyatt Regency Hotel, Dearborn, Mich. Contact: Donald Spinelli, (313) 577-6241 or (313) 577-3002.
- 10: Legal issues.** "Pretrial College Tution Plans in the United States." Frames and Problems conference. University of Houston, Houston. Contact: (713) 749-2557, fax (713) 749-2567.
- 10: Minorities.** "Student College Interview Session." Southeastern Regional Office of National Center for the Study of Education and the Professions, Graduate School and University Center of City University of New York, New York. Contact: Beth Johnson, (212) 367-1510.
- 10: Teaching.** "Language and Gender in the Classroom." workshop. Simon's Rock of Bard College, Great Harrington, Mass. Contact: Judi Smith, (914) 758-7484.
- 10-11: African-American literature.** "Narrative and Aesthetic Traditions in African-American Literature." meeting. Virginia Polytechnic Institute and State University, Blacksburg, Va. Contact: Samuel H. Oloruntimehin, (703) 674-3600.
- 10-11: American studies.** "Oh Brave New World: Discovery and Rediscovery in American Culture." conference. Great Lakes American Studies Association, Bowling Green, Ohio. Contact: William E. Grant or Philip G. Terrie, American Culture Studies Program, Bowling Green State University, Bowling Green, Ohio 43403-2127.
- 10-11: Music.** Regional meeting. College Music Society, Community College of Aurora, Denver, and University of Missouri, Columbia, Mo. Contact: cms, (406) 721-9616.
- 10-11: Two-year colleges.** "Looking In, Looking Out: The Challenge of Higher Education." spring conference. American Council on International Education, Phoenix, Ariz. Contact: Mike Tokuyama, (602) 728-0215.
- 10-12: Leadership.** "Leadership and Social Responsibility." conference. Monmouth College, West Long Branch, N.J. Contact: Gloria Nemerowicz, Dean of arts and sciences, or Saliba Shar, (908) 571-7508.
- 10-12: Minorities.** "Celebrating 500 Years of Resistance." meeting. National Chicano Leadership Institute, Albuquerque, N.M. Contact: Tammy Martinez, (505) 277-0975 or (505) 277-5020.
- 10-12: Continuing education.** "Through the Learning Glass: Beyond Boundaries." national conference. National University Continuing Education Association, San Diego. Contact: NUCEA, (202) 659-3130, fax (202) 785-0374.
- 11: Music.** Regional meeting. College Music Society, California State University, San Bernardino, Cal. Contact: cms, (406) 721-9616.
- 11: Philosophy.** Annual meeting. Wisconsin Philosophical Association, University of Wisconsin, Milwaukee. Contact: George C. McMullen, (414) 258-4810.
- 11: Philosophy.** Round table. American Catholic Philosophical Association, St. Peter's College, Jersey City, N.J. Contact: Dominic Balestra, Philosophy Department, Fordham University, Bronx, N.Y. 10458.
- 11: Women's studies.** "Authorizing Women: the Professionalization of 19th-Century Women Writers." symposium. Library Company of Philadelphia, Philadelphia. Contact: (215) 546-3388.
- 11-12: Computers.** "South Central Small College Computer Conference." Consortium for Computing in Small Colleges, Oklahoma City. Contact: Kathy Cure, (405) 682-1611, ext. 202.
- 11-13: Music.** Regional meeting. College Music Society, University of Portland, Portland, Ore. Contact: cms, (406) 721-9616.
- 11-14: Higher education.** Annual meeting. American Association of Community and Junior Colleges, Phoenix. Contact: AACJC, (202) 728-0200.
- 11-15: Public administration.** National conference. American Society for Public Administration, Suite 700, 1120 Q Street, N.W., Washington 20005; (202) 393-7878, fax (202) 638-4952.

- 12-14: Libraries.** "Academic Libraries: Achieving Excellence in Higher Education." national conference. Association of College and Research Libraries, Salt Lake City. Contact: ACRL, (312) 280-2516.
- 12-14: Literacy.** "Reaching America's Education Goals Through Family Literacy." conference. National Center for Family Literacy, University of North Carolina, Chapel Hill, N.C. Contact: Sharon Darling, (512) 584-1133, fax (502) 584-0172, or Rachel Davies, (919) 962-1124, fax (919) 962-2061.

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- 12-15: College unions.** Annual conference. Association of College Unions-International, Atlanta Hilton Hotel, Atlanta. Contact: Marsha Herman-Betzer, (412) 432-8017, fax (412) 333-8050.
- 12-15: At-risk young people.** "National Youth Professional Institute." Institute for At-Risk Youth, WASH. Inc., Hyatt Regency Hotel, New Orleans. Contact: Delores Parker, (800) 274-2005.
- 13: Families.** "Our Families in Crisis: Multicultural and Multiracial Perspectives." conference. St. John's University, Jamaica, N.Y. Contact: (718) 940-6364.
- 13-14: Collective bargaining.** "The Impact of Collective Bargaining on Higher Education: a 20-Year Retrospective." annual conference. National Center for the Study of Collective Bargaining in Higher Education and the Professions, Graduate School and University Center of City University of New York, New York. Contact: Beth Johnson, (212) 367-1510.
- 13-15: Fund raising.** "Major-Donor Research." workshop. Council for Advancement and Support of Education, Back Bay Hilton Hotel, Boston. Contact: case, (202) 328-5900.
- 13-15: Computers and engineering.** Conference. American Society of Mechanical Engineers, Cobo Hall, Detroit. Contact: Gary Gubrie, (313) 276-2601, fax (313) 276-4003.
- 13-15: Fund raising.** Workshops on donor research. Council for Advancement and Support of Education, Boston. Contact: case, (202) 328-5900.
- 14-15: Admissions.** College fair. National Association of College Admission Counselors, Montgomery College, Rockville, Md. Contact: NACAC, (703) 836-2222, fax (703) 836-8015.
- 14-15: Fund raising.** "Fund-Raising Forum for Presidents and Chief Development Officers." Council for Advancement and Support of Education, Washington. Contact: case, (202) 328-5900.
- 14-15: Minorities.** "A New Generation—A New Dialogue: National Conference on Black-Jewish Relations." Dillard University, New Orleans. Contact: (504) 283-8822, ext. 4709.
- 14-15: Personnel.** "Pre-Professional Teacher Interview Seminar." Sri Gullup, Lincoln, Neb. Contact: Cheryl T. Beumer, (800) 288-8592 or (402) 489-9000.
- 14-15: Academic advising.** Regional conference. National Academic Advising Association, Spokane, Wash. Contact: Sid Espurza, (509) 359-2345.
- 14-15: Business and higher education.** "Delivering Education and Training to the 21st Century." meeting. American College Board, Sheraton Harbor Island Hotel, San Diego. Contact: Elena K. Morris, (212) 713-8101.
- 14-15: International studies.** "The Economic Future of Central Europe: Lessons and Lessons from the Past." conference. University of Minnesota, Minneapolis. Contact: Center for Austrian Studies, (612) 624-9811.
- 14-15: Philosophy and psychology.** Meeting. Southern Society for Philosophy and Psychology, Memphis. Contact: Richard Burns, Psychology, Georgia Southwestern College, Americus, Ga. 31709.

- 17 Good Friday**

- 17-18: International studies.** "San Diego-Tijuana Borderlands: Problems and Prospects." interdisciplinary symposium. San Diego Mesa College, San Diego. Contact: Jonathan W. McLeod, History Department, San Diego Mesa College, San Diego 92111-4998; (619) 627-2495.
- 17-18: Minorities.** "Builders of a Black Tomorrow." world conference of African students, Lincoln University and other sponsors. Sheraton Harbor Island Hotel, San Diego. Contact: Elena K. Morris, (212) 713-8101.
- 18: Passover**

- 18-19: Philosophy.** "Figuring the Self." symposium. University of Iowa, Iowa City. Contact: Kate Neckerman, Project on Rhetoric of Inquiry, 700 Seahorse Hall, University of Iowa, Iowa City 52242.

- 18-19: Geography.** Annual meeting. Association of American Geographers, San Diego. Contact: AAG, 1710 16th Street, N.W., Washington 20009-3198.

- 18-19: Philosophy.** "Figuring the Self." symposium. University of Iowa, Iowa City. Contact: Kate Neckerman, Project on Rhetoric of Inquiry, 700 Seahorse Hall, University of Iowa, Iowa City 52242.

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- 20-23: Computers.** International conference on computer languages. Association for Computing Machinery and other sponsors. San Francisco. Contact: Maria R. Barbacci, Software Engineering Institute, Carnegie Mellon University, Pittsburgh 15213; (412) 268-7704.
- 20-23: Energy.** "Energy and Environment: Transitions in Eastern Europe." international conference. Energy and Environmental Research Center and Power Research Institute Prague, Prague. Contact: Gerald Greenewald, (701) 777-5132, Frank Beaver, (701) 777-2909, or Michael Jones, (701) 777-5152.
- 21: Philosophy.** "Marxism and the Natural Sciences." symposium. Boston University, Boston. Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.
- 22: Technology.** "Educational Technology and Interactive Strategies." videoconference. George Washington University. Contact: Braden Kuhlman, (800) 476-5001.
- 22-24: Research administration.** "Fundamentals of Sponsored-Project Administration." training program. National Council of University Research Administrators, Washington. Contact: nura, Suite 220, One Dupont Circle, Washington 20036; (202) 466-3894.
- 22-24: Alumni.** "Managing a Small Alumni Office." workshop. Council for Advancement and Support of Education, Hyatt Regency Hotel, Savannah, Ga. Contact: case, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.
- 23-24: Community service.** "Experience the Power: National Service Learning Conference." National Youth Leadership Council and Project Service Leadership, Everett Pacific Hotel, Everett, Wash. Contact: (206) 232-7197, or (612) 631-3672.
- 23-24: Environment.** "When the Landfill Becomes a Landfill." international conference. California State Polytechnic University, Pomona, Cal. Contact: Land-Lab Conference, California State Polytechnic University, 3801 West Temple Avenue, Pomona, Cal. 91768; (714) 869-4499, fax (714) 869-2392.
- 23-24: Higher education.** Deans' seminar. Council of Colleges of Arts and Sciences, Doubletree Hotel, Albuquerque, N.M. Contact: Richard J. Hopkins, coas, Ohio State University, 186 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-1882.
- 23-24: Institutional advancement.** "Strategies for Effective Communication." workshop. Council for Advancement and Support of Education, Wyndham Harbour Island, Tampa, Fla. Contact: case, (202) 328-5900.
- 23-25: Learning.** "Year of the Renaissance: the Renaissance of Learning." conference. Cameron University, Lawton, Okla. Contact: Jack Bowman, Cameron University, 2800 West Gore Boulevard, Lawton, Okla. 73505-6377; (405) 961-2442.
- 23-25: Legal studies.** "Beyond Our Borders: Global Themes in Legal Studies." annual invitational conference. American Bar Association's Commission on College and University Nonprofessional Legal Studies, Rye Town Hilton Hotel, Rye, N.Y. Contact: John Paul Ryan, ABA Commission on College and University Nonprofessional Legal Studies, 541 North Fairbanks Court, Chicago 60611-3314.
- 23-25: Multicultural issues.** "Multicultural Team Building and Strategic Planning Institute." Lenoir-Rhyne College, Olathe, Mo. Contact: Jackie Brown, (704) 328-7353, (704) 327-2957, or (800) 869-1794.
- 23-25: Students.** Annual conference. National Organization of Student Assistance Programs and Partners, Clifftown Center Sheraton Hotel, Chicago. Contact: NSAPP, Suite 106, 4760 Walnut Street, Boulder, Colo. 80301; (800) 972-4636.
- 23-25: Visual studies.** "Visual Culture: Film, Photography, History." international conference. University of Wisconsin, Milwaukee. Contact: Kathleen Woodward, Director, Center for Twentieth Century Studies, University of Wisconsin, P.O. Box 413, Milwaukee 53201; (414) 225-4141, fax (414) 225-5964.
- 23-25: William Inge.** "The Psychological and Social Issues in the Plays and Films of William Inge and His Contemporaries." annual William Inge Festival and Conference. Independence Community College and other sponsors. Independence, Kan. Contact: Jill Warford, Artistic Director, William Inge Festival, P.O. Box 708, Independence, Kan. 67301-0708.
- 24: Alumni.** "Case Study of a Gold Medal Alumni Relations Program." workshop. Council for Advancement and Support of Education, University of Iowa, Iowa City. Contact: case, (202) 328-5900.
- 24: Freshman-year experience.** "Freshman Experience Resource Seminar." University of South Carolina and other sponsors. Contact: Freshman Year Conference, University of South Carolina, Columbia, S.C. 29208; (803) 777-6029.
- 24-25: American studies.** Annual American conference. New England American Studies Association, Boston. Contact: Lois Rudnick, American Studies Program, University of Massachusetts, Haverford Campus, Boston 02125.

- 24-25: Philosophy.** "Figuring the Self." symposium. University of Iowa, Iowa City. Contact: Kate Neckerman, Project on Rhetoric of Inquiry, 700 Seahorse Hall, University of Iowa, Iowa City 52242.

- 24-25: Geography.** Annual meeting. Association of American Geographers, San Diego. Contact: AAG, 1710 16th Street, N.W., Washington 20009-3198.

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Gazette

CONFERENCES, WORKSHOPS, CALLS FOR PAPERS

A45

SEPTEMBER 11 - 13, 1992

- Call for Papers
(to be published in
post-conference report)
- Call for Presenters
Deadline for papers
and presenters: May 15

A comprehensive conference
offering innovative programs
to enhance minority access,
success, and placement in
graduate/professional
schools and occupations

Featuring Julian Bond,
civil rights activist,
educator, historian,
and former state senator



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MINORITY
ATTAINMENT

FOR MORE INFORMATION

Call or write Donald Lane
Director, Division of Continuing Studies
Indiana University at Kokomo
2300 South Washington Street
P.O. Box 9003
Kokomo, Indiana 46904-9003
317/455-9404

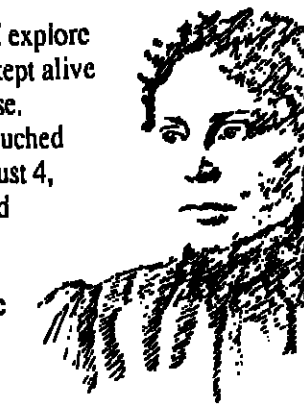
Indiana University at Kokomo

Indiana University at Kokomo is a member of the Indiana University System.

The legend 100 years after the crime:

A conference on the Lizzie Borden case
Bristol Community College, August 3-5, 1992

This academic conference will explore
the important scholarly issues kept alive
by this 100-year old murder case.
Scholars in many disciplines touched
by the mystery created on August 4,
1892, will examine new and old
material surrounding the case.



For a brochure listing academic
presentations, community
sponsored events and visitor
information - Call:

Ailes Ryckebusch - (508) 678-2811, ext. 282, 131 or 431.

ORAL HISTORY WORKSHOP

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Designed for researchers aspiring to master oral history
skills in a HOW-TO-DO-IT setting.

By
Charles T. Morrissey, Professional Oral Historian
with 30 years' experience

AUGUST 3-7, 1992
At the Vermont College Campus of Norwich University
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For information and to register, contact: Sandra Joslyn
Vermont College of Norwich University
Montpelier, Vermont 05602 • (802) 828-8802

Continued on Page A46

Extend Your Reach

Join the 1992 GRE®/CGS Forums on Graduate Education.

During the last nine years, representatives of hundreds of accredited graduate schools have made the Forums an important part of their recruitment efforts. Many leading graduate institutions have come to depend on the Forums as a resource for:

- Talking one-to-one with individuals considering graduate study.
- Significantly increasing their pool of prospective graduate school applicants.
- Presenting programs of study and financial aid opportunities.
- Networking with colleagues to exchange ideas on recruitment.

Get the most out of your recruitment efforts. Become an active participant in the Forums.

The institutional participation fee is \$250 for one Forum site, \$475 for two sites, \$675 for three sites, and \$800 for participation in all four Forums locations.

1992 Forums Locations

Raleigh, NC	New York
Saturday, September 26, 1992	Saturday, October 31, 1992
North Raleigh Hilton	Omni Park Central
8:30 a.m. - 3:30 p.m.	8:30 a.m. - 3:30 p.m.
Chicago	San Francisco
Saturday, October 17, 1992	Saturday, October 31, 1992
Palmer House	San Francisco Hilton
8:30 a.m. - 3:30 p.m.	8:30 a.m. -

Coming Events

Continued from Page A44

24-25: Computers. "Byte Size: Solutions for the 90's," seminar, National Association of College and University Food Services, Fort Collins, Colo. Contact: Nancy E. Miles, 1405 South Harrison Road, Marly Mile Building, Michigan State University, East Lansing, Mich. 48824.

24-25: Interdisciplinary studies. Interdisciplinary conference on the encounter of Africa and Europe in the Americas, Huan Institute for Cultural and Scientific Research and University of the District of Columbia, Room MB404, 4200 Connecticut Avenue, N.W., Washington 20009.

24-25: Minorities. "Race, Class, Color, and Nationality: The African American Search for Identity," conference, Temple University, Philadelphia, Pa. Contact: Center for African American History and Culture, (215) 787-4851.

24-25: Philosophy. "Sinnig and the Concept of a Person," meeting, American Philosophical Society, Mount St. Mary's College, Los Angeles, Calif. Contact: Eric O. Strimsted, Department of Philosophy and Religion, Illinois College, Jacksonville, Ill. 62651.

24-25: Political science. Annual meeting, New York State Political Science Association, Buffalo, N.Y. Contact: Nancy E. Miles, (716) 285-1212, ext. 322 or Robert Kleinman, (607) 873-2876.

24-25: Victorian studies. Annual meeting, Midwest Victorian Studies Association, South Hadfield, Ind. Contact: Michael Clarke, Department of English, Loyola University of Chicago, 6525 North Sheridan Road, Chicago 60626.

24-25: Women's studies. "Revisiting the Grounds for Our Struggle: Connecting Women's Lives in Theory, Practice, and Performance," conference, Bowling Green, Ohio. Contact: Arlene Sporens, (419) 372-1133.

24-25: Children and legal issues. "The Law and Children's Mental Health," Institute, Nova University and Cleveland Child Foundation, Fort Lauderdale, Fla. Contact: (800) 344-6682, ext. 7572 or 7530, (305) 475-7572, or (305) 760-5798.

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26-28: Assessment. "Quality in Prior Learning Assessment Programs," workshop, Council for Adult and Experiential Learning, Chicago. Contact: Diana Hamford-Rees, (773) 922-5969.

26-28: Critical thinking. "Critical Thinking: Teaching Strategies," regional institute, Foundation for Critical Thinking, Pittsburgh. Contact: Center for Critical Thinking, (707) 664-2940.

26-28: Admissions. College fair, National Association of College Admission Counselors, Anaheim, Cal. Contact: NACAC, (714) 836-2222, fax (714) 836-8015.

26-28: Business officers. "Senior Financial Officers," National Association of College and University Business Officers, Jacksonville, Cal. Contact: (202) 861-2520.

26-28: Fund raising. "The Planning for the Non-Technician," Institute for Christian Living, Dearborn, Mich. Contact: (312) 225-9757.

26-28: Science. Annual meeting, National Academy of Sciences, Washington. Contact: (202) 334-2138.

27: Admissions. College fair, National Association of College Admission Counselors, (305) 475-7572, or (305) 760-5798.

Deadlines

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

April 15: Engineering and science. Applications for resident, cooperative, and postdoctoral research associateships with residence at federal agencies or research institutions. Contact: Association for Program Management, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington 20418; fax (202) 334-2759.

April 15: German studies. Applicants for fellowships for resident summer research. Contact: German Studies, Johns Hopkins University, Suite 350, 11 Dupont Circle, Washington 20036; (202) 332-9112.

April 15: Health physics. Applications from faculty members in health physics and related technical areas for awards for research in applied health physics. Contact: Health Physics Faculty Research Award Program, Science/Engineering Education Division, Attention: Rhonda Sullivan, Oak Ridge Associated Universities, P.O. Box 117, Oak Ridge, Tenn. 37831-0117; (615) 576-1087.

April 15: International studies. Applications from teachers of Spanish for summer fellowships for study in Spain. Contact: Jill Fischer, Global Campus, 106 Nicholson

Hill, 216 Parkway Drive, S.E., University of Minnesota, Minneapolis 55455.

April 17: Education research. Applications from individuals for fellowships for research in the Department of Education's Office of Educational Research and Improvement. Contact: Jeffrey Gilmore, Department of Education, Office of Educational Research and Improvement, Room 615, 555 New Jersey Avenue, S.W., Washington 20208-5647; (202) 219-2243. For further information, see *Federal Register*, February 7, Pages 4,796-7.

May 1: Children's literature. Applications from writers or illustrators of children's books for fellowships for study at the Kerlan Collection. Contact: Eran Jack Keats/Kerlan Collection Memorial Fellowship Committee, Kerlan Collection, 109 Walter Library, 117 Pleasant Street, S.E., University of Minnesota, Minneapolis 55455; (612) 624-4576.

May 10: Science. Applications from American biomedical and behavioral scientists for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Fogarty International Center, National Institutes of Health, Bethesda, Md. 20892; (301) 496-1653.

GRANTS

April 15: Women. Applications for small grants for postdoctoral research using the Henry A. Murray Research Center, a national repository of social and behavioral-sciences data for the study of lives of women. Contact: Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, Mass. 02138; (617) 495-8140.

April 20: Black colleges. Applications from black colleges for grants from the National Biomedical and Behavioral Sciences Division of Student Assistance, Bureau of Regulatory Commission to support research and the exchange of information. Contact: Leslie Mills, (301) 492-7054. (For further information, see *Federal Register*, February 21, Pages 6,251-4.)

April 24: Nuclear engineering. Applications for grants for nuclear engineering research. Contact: Larry Barker, Program Manager, Office of University and Science Education Programs, RA-32, Office of Energy Research, Department of Energy, 1000 Independence Avenue, S.W., Washington 20585; (202) 586-8947.

April 24: Metology. Applications under the Metrology Education Equipment Grant Program. Contact: Doris White, Grant Coordinator, Brown & Sharpe Manufacturing Company, Metro Division, Precision Park, North Kingstown, R.I. 02882; (401) 896-2182.

April 24: Biotechnology-education information. Applications for grants under the College Library Technology and Cooperation Grants Program—Biotechnology Education Information Demonstration Project. Contact: Neal K. Kavke, Department of Education, Room 404-B, 555 New Jersey Avenue, S.W., Washington 20208-5571; (202) 219-1871. (For further information, see *Federal Register*, February 11, Page 4,994.)

May 1: Education research. Applications for grants for education research. Contact: Diane Jones, Department of Education, Room 508F Capital Mace, 555 New Jersey Avenue, N.W., Washington

20208-5645; (202) 219-2146, fax (202) 219-2106. (For further information, see *Federal Register*, March 6, Pages 8,236-7.)

May 1: Humanities. Applications for grants for projects in the humanities. Contact: National Endowment for the Humanities, Room 426, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0361.

May 1: Humanities. Applications for grants for humanities projects in libraries and archives. Contact: National Endowment for the Humanities, Room 426, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0271.

May 1: Veterans. Applications for new grants under the Veterans Education Outreach Program. Contact: Ronald D. Amon, Department of Education, 400 Maryland Avenue, S.W., Room 302, non-3, Washington 20202-5339; (202) 786-7861. (For further information, see *Federal Register*, February 6, Page 4,688.)

May 1: Development education. Applications for grants for curriculum development in development education at the undergraduate level. Contact: Interfaith Hunger Appeal, Office on Education, Suite 635, 475 Riverside Drive, New York 10115; (212) 870-2035.

May 15: Graduate education. Applications for grants for graduate research traineeships. Contact: Forms and Publications Unit, National Science Foundation, (202) 357-7801; request the brochure *Grants for Research and Education in Science and Engineering*, nsf-gr91-901. (For further information, see *Federal Register*, February 28, Pages 6,838-40.)

May 15: Student loans. Applications from institutions for funds under the Loan for Disadvantaged Students Program of the Health Resources and Services Administration. Contact: Bruce Baggett, Chief, Student Institutional Support Branch, Division of Student Assistance, Bureau of Health Professions, Health Resources and Services Administration, Parkland Building, Room R-34, 5600 Fishers Lane, Rockville, Md. 20857; (301) 443-4776. (For further information, see *Federal Register*, March 9, Pages 8,347-9.)

INSTITUTES, WORKSHOPS

April 22: Oceanography. Applications from science and engineering faculty members for participation in a workshop in oceanography, to be held in June in San Diego, Seattle, and Woods Hole, Mass. Contact: Dean of Graduate Studies, Woods Hole Oceanographic Institution, Woods Hole, Mass. 02543; (508) 457-2000, ext. 120, fax (508) 457-2188.

April 24: Experiential learning. Applications for participation in the National Institute on the Assessment of Experiential Learning, to be held in June in Princeton, N.J. Contact: Debra Daguerre, Director, National Institute, Thomas Edison State College, 101 West State Street, Newark, N.J. 08808-1176; (609) 984-1141.

PAPERS

April 14: Intellectual revolutions. Proposals for the topic "Intellectual Revolutions," lectures for possible inclusion in a lecture series at the University of Tampa. Contact: Francis Gillen, Director, University Honors Program, University of Tampa, Tampa, Fla. 33606.

April 15: Communal ecologies. Proposals on the theme "Utopian Communities: Rural and Urban Patterns of Settlement and Life," for possible presentations at the annual conference of the Communal Studies Association, to be held in October in Nauvoo, Ill. Contact: Robert Stetson, (309) 298-1053.

April 15: Communication. Proposals on the theme "Change, Diversity, and Commu-

nity," for possible presentations at the annual convention of the Florida Communication Association, to be held in Key Biscayne, Fla. Contact: Judy Mahoney, Department of Communication, Florida Atlantic University, Boca Raton, Fla. 33431.

May 1: Education. Proposals for possible presentations at the annual conference of the Midwest College Learning Center Association, to be held in October in Traverseport, Iowa. Contact: Karen B. Quinn, Academic Skills Program, Counseling Center (111), University of Illinois, Box 4408, Chicago 60680; (312) 413-2184.

May 1: Humanities and technology. Proposals for possible presentations at the "Interface '92: Humanities and Technology Conference," to be held in October in Atlanta. Contact: Interface, Department of Humanities and Social Sciences, Southern College of Technology, 1100 South Marietta Parkway, Marietta, Ga. 30060-2608.

May 1: Language development. Proposals on the theme "First and Second Language Acquisition," for possible presentations at a conference on language development, to be held in October in Boston. Contact: Boston University, Conference Center, University Hall, 338 Mountfort Street, Boston 02215; (617) 353-3085.

May 1: Superconductivity. Proposals for possible presentations at an annual conference on superconductivity and its applications, to be held in September in Buffalo, N.Y. Contact: R. S. Hamilton, New York State Institute on Superconductivity, 330 Homer Hall, State University of New York, Buffalo, N.Y. 14260; (716) 626-1461, fax (716) 626-1349.

May 1: Christian studies. Proposals on the theme "The Unity of the Arts and Sciences: Pathways to God's Creation?" for possible presentations at the world congress of the International Christian Studies Association, to be held in August in Pasadena, Cal. Contact: Asha Greenwald, Suite 11, 2828 Third Street, Santa Monica, Cal. 90405.

May 1: Higher education. Proposals on the theme "Discovering New Directions: Connection, Theory and Practice," for possible presentations at the annual conference of the Midwest College Learning Center Association, to be held in October in Traverseport, Iowa. Contact: Karen B. Quinn, Academic Skills Program, Counseling Center (111), University of Illinois, Box 4408, Chicago 60680; (312) 413-2184.

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May 15: Business law. Papers for possible presentation at the annual conference of the Academy of Legal Studies in Business (formerly the American Business Law Association), to be held in August in Charleston, S.C. Contact: David J. Heron, School of Business, Western Carolina University, Cullowhee, N.C. 28723; (704) 596-1424, fax (704) 227-7414.

May 15: Families. Proposals on the theme "Co-Dependency and the Dysfunctional Family: Let the Healing Begin," for possible presentations at the annual conference of the Association for Family Therapy and Family Counseling, to be held in October in San Francisco, Calif. Contact: Association for Family Therapy and Family Counseling, 1000 California Street, Suite 100, San Francisco 94109; (415) 398-1681.

TELECONFERENCES

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May 12, 1992

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Theme:
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21st CenturyProgram Information:
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Fax: 606-258-1072
(University of Kentucky)Travel Information:
Tel: 800-827-9974
\$499 for 5 nights (incl. hotel,
airfare, break, banquet, hotel
(Sharia or Soria)Association of Caribbean Studies
P.O. Box 22202
Lexington, KY 40522

For more information, call or write:

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2650 Jackson Blvd.

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Fax 1-605-343-7553

In addition to these four-day workshops, College Survival, Inc., will conduct four one-day Student Success Course Seminars in Los Angeles, Detroit, San Francisco, and Dallas. They will also host The 1992 Conference on Student Success Courses in Chicago, IL.

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Point of View

By Thomas P. Wallace

SINCE THE 1950's, American public higher education has grown astronomically, has seen its mission expand broadly, and (by most standards) has significantly improved the quality of its programs. Inevitably, higher costs have followed. Now quality instruction and scholarship are being threatened by the unwillingness of state legislatures to provide sufficient appropriations to support the country's mature systems of public higher education.

The expansion of the scope and missions of state colleges and universities has not been accompanied by a comparable evolution in fiscal policies and practices. An inability to abandon outmoded principles—such as low public-college tuition and heavy reliance on state tax revenues—has created a national crisis for the financing of public higher education, preventing institutions from reaching their full potential and denying many low- and middle-income students access to a full range of educational options.

Public higher education must overhaul its policies and financial strategies if it is to become truly affordable once again and provide adequate access for students from all economic backgrounds. The 1950's mindset that assumes that state tax revenues should provide almost all of a public institution's budget must be abandoned.

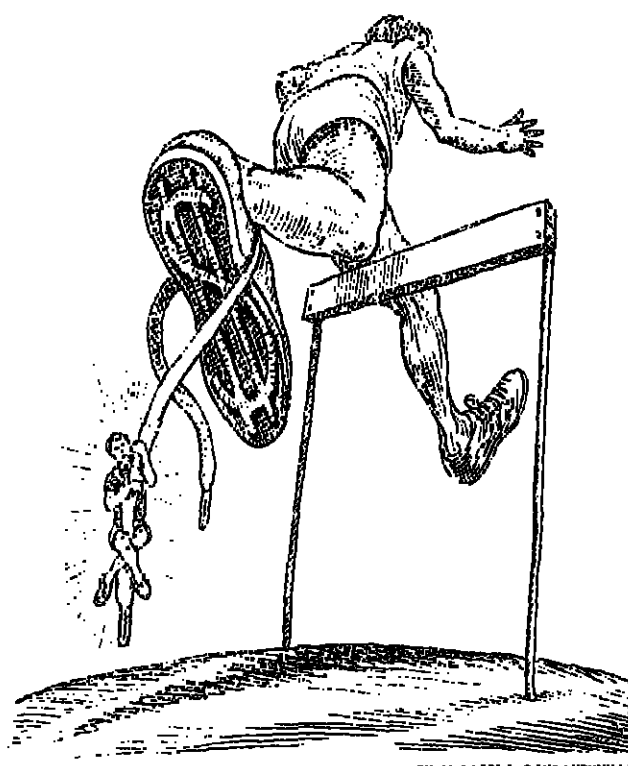
We must acknowledge that states no longer can or will provide the bulk of public college and university budgets. Consequently, we also must modify the historic low-tuition philosophy used to set prices at our public institutions. While I recognize how controversial such a recommendation is, I think a strong case can be made for a shift to a high-tuition policy, with much of the increased tuition revenue redistributed to needy students. This approach, used by many private colleges, has achieved the appropriate correlation between costs and family income, a correlation that unfortunately has eluded state institutions.

The basic principle of public higher education should be that all qualified students, regardless of family income, should have access to any state college or university. The reality, however, is that students increasingly are being lumped according to family income into two-year and four-year commuter colleges and residential universities. In the future, budget planning must directly and formally link students' costs, students' needs for financial aid, the ability and willingness of the legislature to provide tax revenues, and realistic calculations of the revenues that institutions need to perform their missions.

Over the years, too many college leaders have clung to the myth that public higher education can accomplish its goals in a framework of low tuition and declining tax support. But this policy has not and will not provide a satisfactory fiscal strategy for state colleges and universities in coming years. Costs at public institutions already have exceeded what low- and middle-income families can afford to pay, and costs will continue to increase.

Yet the tuition increases, which have sometimes been called irresponsible by the news media and the general public, were necessary because of the decline in state tax support. From 1971 to 1990, for example, tuition at Illinois State University increased 225 per cent; state tax support increased by only 100 per cent, and the Higher Education Price Index increased by 189 per cent. In Illinois, tax support for public universities declined 4.5 per cent in constant dollars from 1980 to 1990, while the number of degrees conferred increased 7 per cent. Yet public universities in Illinois, as in other states, are under attack for supposed lagging productivity.

Many higher-education leaders behave as if state legislatures will invest enormous sums of tax dollars in higher education as soon as the economy improves. The reality is that neither the dollars nor the will to be generous to higher education has existed within many state legislatures for some time. Historically, the pro-



The Inequities of Low Tuition

Outmoded policies have created a national crisis in financing

portion of state budgets devoted to higher education reached a maximum of 23.5 per cent in 1968 and steadily declined to 18.3 per cent in 1990. There is reason to expect this decline to continue, given widespread voter opposition to tax increases and the fiscal pressures exerted by other more politically attractive issues, such as needs for improved health care, prisons, and programs for the elderly.

We must add to this analysis the fact that low public-university tuition provides an inequitable and unneeded subsidy for higher-income families, from which a large portion of public-college students come. Further, in several states, including Illinois, lower-income families pay a higher proportion of their incomes in state taxes than do wealthy families. For example, when all sources of state taxes are considered, the poorest 20 per cent of Illinois residents paid 16.5 per cent of their income in state taxes in 1991; the wealthiest 20 per cent paid 8.5 per cent, and the top 1 per cent paid 4.9 per cent. The result of such regressive state tax structures is that wealthy families with significant disposable income have access to high-quality public colleges at tuition rates that are far below full cost and that are subsidized to a greater extent by lower-income families.

Illinois State University receives approximately \$63-million in state tax support for approximately 22,000 students, a tuition subsidy of about \$2,800 for each student. This tax support permits the university to charge a tuition \$2,800 less than the real cost. The 11 per cent of ISU students with family incomes exceeding \$100,000 a year benefit from this tuition subsidy equally with the 33 per cent of the students whose family incomes are under \$50,000. At Illinois State University, where students' average family income is almost \$60,000, 46 per cent of the students have sufficient resources to pay the \$7,700 charged a resident student, according to federal guidelines on what families can afford to pay, and 34 per cent could afford the full \$10,500 cost (\$7,700 plus the \$2,800 state subsidy).

The National Center for Education Statistics estimated that states spent \$8.6-billion in academic 1986-87

for tuition subsidies for public-university students who did not have financial need. That year, \$8.6-billion would have financed the whole Pell Grant program at its \$3.6-billion level and left \$5-billion for grants to replace student loans or for other purposes.

A new financing model based on high tuition and high financial aid (which I call the "high financial aid-tuition equity model") could provide both the revenue that institutions need and more assistance for financially needy students. This model requires that much higher tuition be charged in order to collect a greater percentage of the full educational costs from students who can afford to pay them. It also requires that a significant portion of the added tuition revenue be used for grants to low-income and lower-middle-income families to help them pay the higher tuition. While an institution would have a higher "sticker price," the "real cost" would vary more dramatically within an institution's student body, based on the ability to pay, than is now the case in public institutions.

According to this model, current tax subsidies for institutions would continue, but public policy would be modified to create a "secondary subsidy" for needy students—the grants derived from the increased tuition revenue. Critics of this model point out that legislators could take advantage of this approach to further reduce state appropriations to public colleges and universities. Given the gradual reduction in the proportion of ISU's state budget derived from tax revenues—from 93 per cent in 1970 to 65 per cent today—how much longer can public higher education persist in the expectation that legislatures will return to the old patterns of support?

History teaches only if it is read and used for future strategies. How unaffordable must a residential public university become before the risks and problems associated with new financial approaches look more promising than the old methods that aren't working?

As an example of such a strategy, during the 1988-89 academic year, the average unmet need for student financial aid at ISU was \$392 a student. If tuition had been \$250 a semester higher, with 40 per cent of the increased revenues committed to student aid, the average unmet financial need for each student would have been reduced 67 per cent, to \$129. An additional \$6.4-million (a 6.7-per-cent increase in what the state appropriated) would have been available for university operating expenses.

LAST FALL, the University of California system, facing a \$295-million budget shortfall, increased tuition (called a fee in California) by 40 per cent, or \$650. Twenty per cent of the tuition increase was used for student grants of up to \$650. This resulted in students with family incomes of less than \$30,000 receiving the full \$650 grant, fully covering the tuition increase. Students with adjusted family incomes exceeding \$30,000 received decreasing amounts of assistance, according to income levels.

Using the California model, if ISU tuition had increased \$650 in 1988-89, with 25 per cent of the additional revenue devoted to student assistance, 29 per cent of the undergraduates would have received grants totaling \$3.2-million, and the university's operating budget would have increased \$9.4-million, a 9-per-cent increase over state appropriations.

Clearly, the nation is witnessing a significant erosion of the financial foundation of public higher education. New financial strategies must be found. One such strategy, the higher-tuition and high-financial-aid model, can provide additional operating dollars, shield low- and middle-income families from tuition increases, and limit the need for additional state tax support, which is, and will continue to be, in short supply.

Thomas P. Wallace is president of Illinois State University.